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ABSTRACT

This booklet describes the results of a study involving the development, administration, and analysis of a job inventory of Texas day care positions. The inventory of tasks was used to determine the job performance of 684 child care workers in Texas day care centers and to determine the opinions of child care experts, center directors, licensing representatives, and others on such factors as consequences of inadequate performance, training priority, and task learning difficulty. Ten job description clusters evolved which account for nearly all the work performances of teaching and administrative staff members of day care centers used in the survey. Five of the job description cluster groups were of a teaching type, and five were of an administrative type. An extensive presentation of the data collected is included. Detailed job descriptions for the ten cluster groups and training materials for day care worker tasks are presented in the appendix. (Author/BRT)

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TEXAS DAY CARE STUDY

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FINAL REPORT: OCCUPATIONAL ANALYSIS OF DAY CARE PERSONNEL

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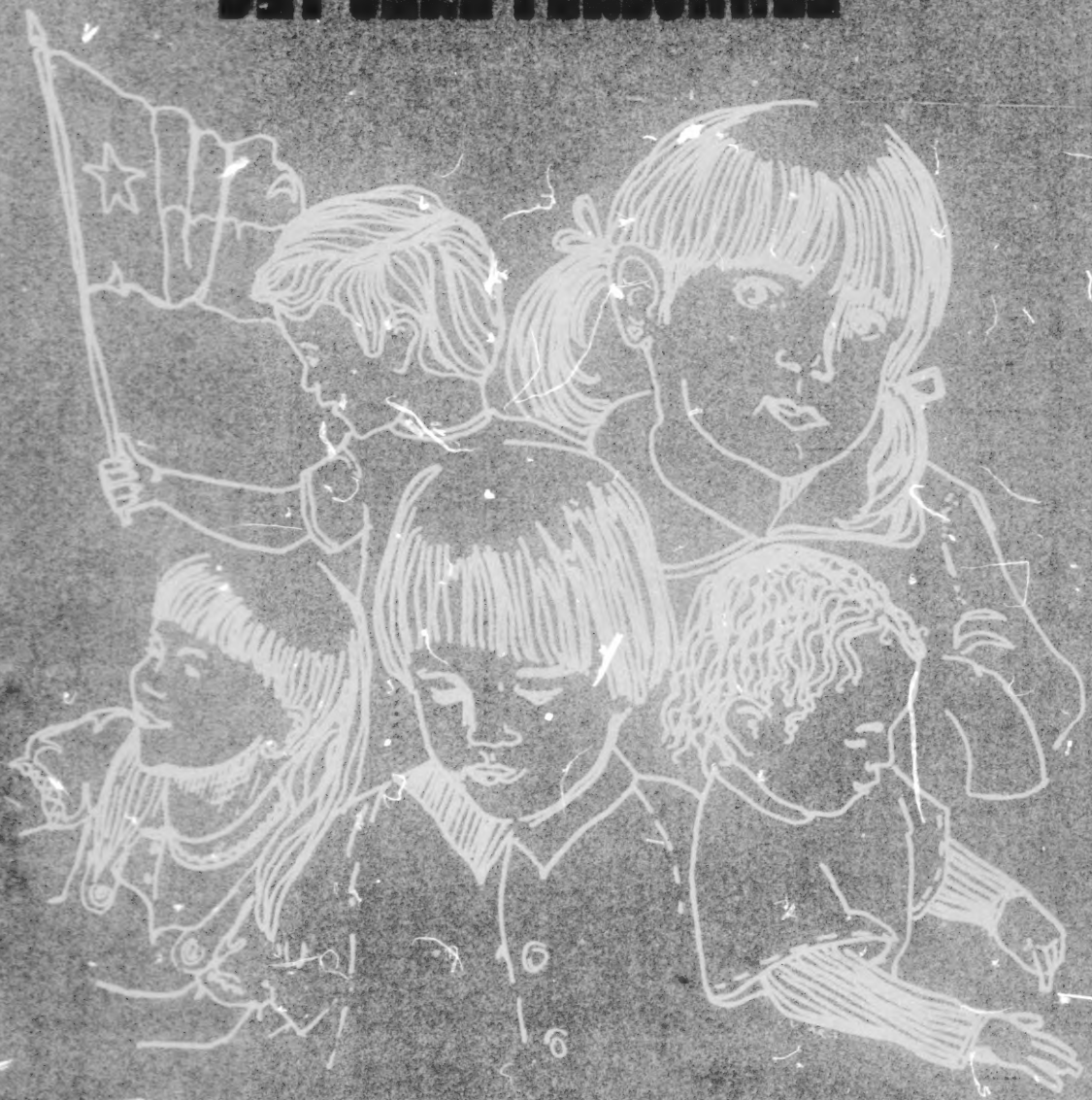

The University of Texas at San Antonio

TEXAS DAY CARE STUDY

FINAL REPORT

OCCUPATIONAL ANALYSIS OF DAY CARE PERSONNEL

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TABLE OF CONTENTS

Acknowledgements i
I. Context of the Problem 1
II. Background and Review of the Literature 1
III. Restatement of the Problem 2
IV. Objectives 2
V. General Procedures 2
VI. Instruments for the Study 2
A. Child Day Care Center Job Inventory 3
B. Consequences of Inadequate Performance 3
C. Task Learning Difficulty 3
D. Training Priority 3
VII. Methodology 3
VIII. An Analysis of the Hierarchical Statistical Cluster Groups 5
A. General 5
B. Teaching Cluster Groups 5
Teaching Cluster Group GP0122 5
Teaching Cluster Group GP0101 5
Teaching Cluster Group GP0094 8
Teaching Cluster Group GP0036 8
Teaching Cluster Group GP0024 8
C. Administrative Cluster Groups 8
Administrative Cluster Group GP0064 8
Administrative Cluster Group GP0047 8
Administrative Cluster Group GP0034 9
Administrative Cluster Group GP0022 9
Administrative Cluster Group GP0018 9
IX. Discussion of the Nine New Duties and Factor Ratings 9
Reliabilities of Task Factors 9
Duty A – Development of Center Plans, Policies, and Procedures 9
Duty B – Administration - Money, Supplies, Facilities, Equipment, Etc. 11
Duty C – Supervising Center Staff 11
Duty D – Providing for Health, Safety, and Comfort of Children 11
Duty E – Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development 11
Duty F – Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development 12
Duty G – Planning Teaching Activities 12
Duty H – Dealing with Public, Officials, and Regulations 12
Duty I – Evaluating Children, their Problems, and Coordinating Center, Home and Agencies 12
X. Concluding Statement 13
A. Summary 13
B. Recommendations 13
C. Implications 14
References 15
Texas Day Care Study: Technical Appendix 16
Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record . . . . . Attachment

LIST OF TABLES

Table 1 – Total Sample - UTSA Study of Child Day Care Centers - Task Job Description 4
Table 2 – Comparison of Average Time Spent by All Members of Each Teaching and Administrative Cluster Group with Total Members 6
Table 3 – Composition by Job Title of Teaching and Administrative Cluster Groups by Percentage of Total 7
Table 4 – Intercorrelations and Reliabilities of Task Factors 10

TEXAS DAY CARE STUDY

FINAL REPORT

OCCUPATIONAL ANALYSIS OF DAY CARE PERSONNEL

I. CONTEXT OF THE PROBLEM:

Licensed day care centers throughout Texas are in need of trained staff. Occupational analysis of day care workers and supervisors will provide a basis for developing training programs and improving the quality of occupational education.

II. BACKGROUND AND REVIEW OF THE LITERATURE:

An OFFICE OF ECONOMIC OPPORTUNITY study shows that nearly one-third of unseparated mothers of pre-school age children are presently in the work force (Zaccaria and Zaccaria, 1973). The number of working mothers has more than doubled since 1950. A Woman's Bureau projection shows that 5.6 million mothers of children under five will be in the work force by 1980, an increase of over 40 percent in ten years. Interest in child care services comes from mothers who must work to support their families, those who want to provide better opportunities for their children, and those who want to pursue lives as freely as men without 24 hour care of small children.

According to Klein (1973) the question of whether or not we should have pre-school and day care programs has been answered by the increase in such programs in the United States with the tripling of the number of child care facilities since 1960. When Dr. Edward Zigler headed HEW's Office of Child Development, he asked whether we were going to provide developmental child care or baby sitting service. Relatively few will question the detrimental effects that the latter will have. The key element to providing quality programs for our children is to be found in the staff of child care centers. To answer Zigler's challenge of providing quality programs without materially increasing the cost, the Child Development Associate (CDA) program was born (Biber, 1973). Zigler (1973) dramatized the importance of the CDA concept before a congressional committee. He indicated that we did not have an adequate cadre of appropriately trained individuals to care for the present number of children in day care and that the development of a cadre under the CDA program could be done without making day care costs astronomical. The Child Development Associate Consortium consisting of early childhood experts and associations representing a variety of consumer and child advocacy groups developed and fostered the concept, and in two years were able to field test assessment and credentialing procedures.

The CDA program (Klein and Williams, 1973) deals with competencies in six broad areas and requires that CDA have the knowledge and skill to:

1. Set up and maintain a safe and healthy learning environment.
2. Advance physical and intellectual competence.
3. Build positive self-concept and individual strength.
4. Organize and sustain the positive functioning of children and adults in a group in a learning environment.
5. Bring about optimal coordination of home and center child-rearing practices and expectations.
6. Carry out supplementary responsibilities related to the children's programs.

In the fall of 1973, the U. S. Office of Child Development funded 13 pilot training projects throughout the United States. In addition, the Texas Office of Early Childhood Development had the insight to fund an additional seven pilot training projects in Texas for a three year period at a cost of three quarters of a million dollars. This is perhaps the most extensive and comprehensive work that has ever been done in the development of a concept to have far reaching effects on the future young people of our nation.

Regulations have recently been issued on fair employment practices that may significantly affect CDA recruitment, selection, training, promotion and credentialing. These fair employment practices are not only mandatory on organizations, companies, and individuals, having contracts with the Federal Government, but they are also required of any individual, company, or organization that employs 15 or more individuals (US EEOC, 1974). Uniform guidelines on employee selection procedures by the Equal Employment Opportunity Coordinating Council (Leary, 1973) evolve from a number of acts and executive orders: The Civil Rights Act of 1954 and 1964, the Equal Employment Opportunity Act of 1972, the Inter-governmental Personnel Act, and Executive Orders 11246 and 11375 among others.

The guidelines are based on the policy that professionally-developed, standardized, job-related and validated employee selection procedures contribute significantly to:

1. Sound personnel selection and placement systems on the basis of merit and
2. The implementation of nondiscriminatory personnel practices.

The guidelines recognized that valid and job-related tests, when used in conjunction with other tools of personnel assessment and complemented by sound programs of job-designed training and personnel management, significantly aid in efficient and effective utilization of human resources.

By the new federal regulations, any assessment procedures, whether they be used by employers, labor organizations, employment agencies, or accrediting associations must be job-related. They are defined as being job related if the tests or assessment procedures sample knowledges, abilities, skills, or other characteristics that can be shown by careful job analysis to be necessary or important for successful performance of the job. One requirement of any validation study of selection or assessment procedures is a systematic and comprehensive analysis of the job for which the procedure is to be used. The analysis must be based upon:

1. The duties performed by the incumbents on the job.
2. The level of difficulty of the duties performed.
3. The circumstances and conditions under which the duties are performed, and
4. Those duties which are critical, i.e., those which must be performed competently if the job is to be performed in a satisfactory manner.

Zaccaria, Driskill and Ceely (1962) were among the first to develop and apply a system for training design which included, as a first step, the application of occupational analysis and training needs. A modification of this system is now widely used for designing and validating curricula for vocational education throughout the Air Force.

Other Air Force psychologists under the leadership of Christal (Morsh, Christal and Madden, 1961; Morsh, 1964; Morsh and Christal, 1966; Morsh and Archer, 1967; Cragun, and McCormick, 1967), were responsible for developing scientific procedures for occupational analysis that were to become universal for Air Force training design and widespread for the other services as well as industry and occupational education. Driskill became director of an occupational analysis unit which conducts surveys and analyses for use in all Air Force technical courses. Both Christal and Driskill have been called upon to give advice and to conduct courses for use in civilian industry and education.

The application of the findings of one occupational analysis for an electronic course was responsible for reducing its length from 43 to 32 weeks, a savings of 11 training weeks. Several weeks were also saved when an analysis determined that mechanics did not repair automatic transmissions.

Proper analyses can also determine changes in equipment, procedures, and conditions that must be taken into account, tasks that have been omitted and help ensure economy of training resources.

There is no question that the Child Development Associate (CDA) program is the most extensive and comprehensive that has ever been developed for early childhood education. To date, several million dollars have been spent by HEW in pilot programs. To ensure that the results of this effort obtain maximum and relevant utilization throughout the state, an occupational analysis of day care workers is needed.

At least two occupational analyses of day care workers have been conducted.* Although each of these have yielded results that could be of considerable value, neither was able to make use of CDA tasks or activities in their surveys and thus were not able to capitalize on the enormous amount of work that was already done in training development. Their task lists and results, of course, were very useful in ensuring economy in our analysis.

Currently, there are approximately 2,700 licensed day care centers in the State of Texas, caring for approximately 120,000 very young Texans. The CDA program was primarily training workers for Head Start, Title IV-A and Model Cities types of day care programs. It is important that CDA type training be expanded to include all private licensed day care which accounts for approximately 85% of licensed center spaces in the state of Texas.

III. RESTATEMENT OF THE PROBLEM:

With the increasing number of working mothers comes an increasing need for child care. There is a greatly increased need for well-trained child care workers in the State of Texas, which currently licenses approximately 2,700 child care centers that care for over 120,000 young children.

Presently there is no career ladder nor credential for day care personnel in the State of Texas. Federal regulations require validation of selection, training, promotion and credentialing devices and procedures, and that they be based on a recognized method of occupational analysis.

Day care centers are in need of occupationally trained staff. No systematic study had ever been conducted to determine training needs and requirements of personnel of day care centers in Texas. To adequately prepare child care personnel to meet the need for expanding programs and services, it is necessary to determine the actual requirements of the job. The first step in effective curriculum planning for training programs requires specific knowledge of what tasks are performed and the extent to which they are performed by workers. Other requirements include determining levels of difficulty, complexity, and responsibility for the various tasks to be accomplished by job incumbents. The purposes of this study are to specify the career ladder, the requirements and training of staff caring for young children and determine the knowledge and skills needed to perform the tasks in each position.

IV. OBJECTIVES:

The objectives were to

1. Develop an inventory of tasks performed by child care workers and supervisors.
2. Group the tasks according to levels of difficulty, complexity and responsibilities.
3. Develop position descriptions composed of related tasks and responsibilities.
4. Develop a career ladder composed of positions of increasing difficulty and responsibility.
5. Determine the knowledge and skills needed to perform the tasks in each position.

V. GENERAL PROCEDURES:

The study involved the development, administration, and analysis of a job inventory. The Job Inventory for the main survey was administered to a sample of 684 individuals, representative of persons in a range of types, locations, and positions in day care centers. Included in the sample were private nonprofit, proprietary, and federally funded centers. Child development experts, supervisors, and administrators rated difficulty, consequences, and training priority of each task.

VI. INSTRUMENTS FOR THE STUDY:

Four instruments were developed for this study. All four of these instruments involve a Child Day Care Center Job Inventory of 167 tasks. The number of tasks under each of the nine original duties used in this study follows:

Duties	Number of Tasks
A. Planning Center Activities	18
B. Administering Center Activities	25
C. Supervising Center Staff	12
D. Maintaining Facilities	14
E. Teaching or Guiding Children	29
F. Managing or Directing Children	24
G. Performing Support Activities	16
H. Evaluating Programs, Staff, or Children	13
I. Coordinating Center, Home, and Agencies	17

*Dr. Ruth Hughes and others for Iowa Department of Public Instruction, and Dr. Joyce C. Threlkeld and others for the Southern Association of Colleges and Schools.

In the development of our task list, we reviewed task lists that were used in other studies, job descriptions that were being used by day care centers and various courses such as the Child Development Associate Program. Our main efforts were in terms of defining tasks of teaching and other staff working with children and families of children and administering center activities. We tried to include or sample all major aspects of duties of workers and center directors and supervisors. No effort was made to include specialized help, whose efforts for the main part were not in direct contact with children. Thus, we were not concerned with duties of full-time cooks, maintenance personnel, dietitians, etc.

The main instrument was used to survey the specific tasks that individuals performed and the relative amount of time spent on each task. Using the same inventory, other instruments measuring consequences of Inadequate Performance, Task Learning Difficulty, and Training Priority were designed to be rated by select groups.

A. CHILD DAY CARE CENTER JOB INVENTORY: TIME SPENT FACTOR

This instrument was developed, pilot-tested, reviewed, and revised several times before it was finally used operationally. Each respondent was asked to check (✓) each item that she (he) does, add tasks that she (he) does that are not included in the list, and then to indicate the relative amount of time that she (he) devotes to each task that she (he) does using the following nine-point scale:

1. Very small amount
2. Much below average
3. Below average
4. Slightly below average
5. About average
6. Slightly above average
7. Above average
8. Much above average
9. Very large amount

Data processing procedures involve background data and determing the percentages of various categories of personnel performing each task and the percent of time spent on each task.

B. CONSEQUENCES OF INADEQUATE PERFORMANCE

Day Care Center Directors and Early Childhood Experts were each asked to rate the probable consequences of Inadequate Performance on each of the 167 tasks on the Child Day Care Center Job Inventory. They were asked to consider the health, safety, and welfare of the child to be foremost. Anything that would have extremely severe consequences on the well-being of the child in the center would be considered **disastrous**. They were also to consider factors having to do with proper growth, psychological well-being and intellectual development, as well as those things that would destroy or damage buildings, facilities, other property, and any other factors that might damage or adversely affect the morale and reputation of the center. Each task was rated using the following nine-point scale:

1. Negligible
2. Trivial
3. Rather trivial
4. Not very serious
5. Fairly serious
6. Serious
7. Very serious
8. Extremely serious
9. Disastrous

C. TASK LEARNING DIFFICULTY

Two groups were asked to make ratings on this factor using a time-reference factor as a criterion. It was assumed that center directors with broad experience and trainers of day care workers could validly rate each task, in terms of the relative amount of training time it takes to be able to perform each of the tasks using the nine-point scale that follows:

1. Extremely low (no training required)
2. Very low
3. Low
4. Below average
5. Average
6. Above average
7. High
8. Very high
9. Extremely high (training required)

D. TRAINING PRIORITY

Experienced Licensing Representatives of the Texas State Department of Public Welfare and selected Day Care Center Directors were asked to rate each of the 167 tasks in terms of the perceived value of training needed to perform the task properly. Those judged to be the highest training priority were to be rated as being **absolutely necessary** while those requiring no training were to be rated as having **no value**. Each task was rated using the following nine-point scale.

1. No value
2. Very little value
3. Little value
4. Some value
5. Moderately valuable
6. Valuable
7. Very valuable
8. Extremely valuable
9. Absolutely necessary

VII. METHODOLOGY:

Area representatives for the project were asked to distribute questionnaires and collect data from the five largest metropolitan areas of Texas (Dallas, Fort Worth, Houston, Austin, and San Antonio). These five areas represented 70% of licensed center day care in the state. Questionnaires to the other 30% were sent by mail. Personal telephone communications were used to further explain the study and the questionnaire, and to encourage timely returns.

Automated data processing procedures were used to analyze data. The main analysis revolved around the Child Day Care Center Job Inventory.

For total and each sub-sample, the following statistics were computed for each task. The percentage of members performing, the average percent of time spent by members performing, the average percent of time spent by all members, and the cumulative sum of average percent of time spent by all members.

Major emphasis in our analysis focused on average percent of time spent by all members for each sample and sub-sample. Tasks were ordered by highest average percent time spent to lowest, as shown in Table 1. Our first attempt to analyze the data was by job title. This type of analysis revealed that there was little differentiation between an aide, worker, teacher, and head teacher in terms of performing the various tasks. Our data also showed that there was tremendous variability within the jobs of workers or teachers, for example. These results revealed that much of the data was obscurred because of this type of an analysis.

Fortunately, the Human Resources Laboratory of the United States Air Force developed new hierarchical grouping techniques. These statistically group jobs in accordance with tasks performed by individuals without regard to job

TABLE 1 - TOTAL SAMPLE

UTSA STUDY OF CHILD DAY CARE CENTERS

TASK	JOB DESCRIPTION	CASES	TASKS	DUTIES	MBRS
		684	167	9	684

D-TSK	DUTY/TASK TITLE	CUMULATIVE SUM OF AVERAGE PERCENT TIME SPENT BY ALL MEMBERS	AVERAGE PERCENT TIME SPENT BY ALL MEMBERS	AVERAGE PERCENT TIME SPENT BY MEMBERS PERFORMING	PERCENT OF MEMBERS PERFORMING	TASK SEQ. NO.
F 23	PRAISE CHILDREN FOR THEIR EFFORTS	87.87	1.43	1.24	1.26	
F 6	MAINTAIN DISCIPLINE	88.89	1.39	1.23	2.49	
E 1	BUILD CHILDREN'S IDENTITY BY USING THEIR FIRST NAMES OR NOTING THEIR CLOTHING	86.84	1.40	1.21	3.71	
G 8	HOLD OR TOUCH CHILDREN TO PROVIDE COMFORT TO THEM	86.84	1.39	1.21	4.92	
E 15	GUIDE CHILDREN TO TAKE TURNS AND SHARE	84.50	1.36	1.15	6.07	5
E 11	GUIDE CHILDREN TO DO THINGS FOR THEMSELVES	84.65	1.32	1.12	7.19	
E 14	GUIDE CHILDREN TO PUT AWAY TOYS AND EQUIPMENT	83.63	1.33	1.12	8.31	
F 7	MANAGE AGGRESSIVE CHILDREN, SUCH AS PUSHERS OR KICKERS	88.16	1.25	1.11	9.41	
E 3	ENCOURAGE ALL CHILDREN TO TRY ALL FOODS	86.26	1.24	1.07	10.48	
E 4	EXPLAIN SAFETY RULES TO CHILDREN	86.84	1.22	1.06	11.54	10
F 5	HELP SHY CHILDREN TO PARTICIPATE IN GROUP	83.92	1.23	1.03	12.57	
F 24	SETTLE ARGUMENTS	84.36	1.21	1.02	13.59	
E 2	DEVELOP CHILD'S ABILITY TO LISTEN	80.56	1.26	1.02	14.61	
E 21	READ OR TELL STORIES	81.43	1.23	1.00	15.61	
G 15	TIE CHILDREN'S SHOES	87.72	1.13	.99	16.60	15
[illegible] 1	ANSWER OR MAKE TELEPHONE CALLS	73.68	1.35	.99	17.60	
F 18	MANAGE CHILDREN IN SNACK OR MEAL ACTIVITIES	82.16	1.20	.98	18.58	
E 10	GUIDE CHILDREN TO TALK ABOUT WHAT THEY SEE AND FEEL	79.82	1.20	.96	19.54	
F 2	DIRECT FREE PLAY ACTIVITIES	79.24	1.19	.94	20.48	
F 3	ENCOURAGE CHILDREN TO EXPRESS EMOTIONS	80.41	1.17	.94	21.42	20
F 4	ENCOURAGE CHILDREN TO VENT FRUSTRATIONS OR HOSTILITIES WITHOUT HURTING OTHERS	78.36	1.19	.93	22.36	
G 10	INTRODUCE NEW CHILD TO CENTER, STAFF, AND CHILDREN	81.87	1.14	.93	23.29	
E 17	GUIDE MANIPULATIVE PLAY, SUCH AS PUZZLES AND BLOCKS	77.63	1.18	.92	24.20	
F 11	MANAGE CRYING CHILDREN	85.38	1.07	.91	25.12	
A 7	PLAN ACTIVITIES USING CHILDREN'S INTERESTS	77.63	1.17	.91	26.03	25
F 8	MANAGE BITERS	81.43	1.12	.91	26.94	
F 9	MANAGE "BOSSY" OR DOMINEERING CHILDREN	82.46	1.10	.91	27.84	
I 14	REPORT SIGNS OF ILLNESS OR DISCOMFORT IN CHILDREN	83.19	1.08	.90	28.74	
E 12	GUIDE CHILDREN TO EXPAND LANGUAGE	76.02	1.18	.90	29.64	
E 28	TEACH CHILDREN TO NAME OBJECTS	76.46	1.17	.89	30.53	30

title. These techniques yielded ten job cluster groups. These ten job descriptions are presented in an attachment to this report Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record. Five of these were identified as teaching groups, while five were identified as administrative groups. These cluster groups, together with data from task factor ratings, necessitated that we modify the nine duties. These new duty titles, together with other pertinent data, are presented in Table 2.

VIII. AN ANALYSIS OF THE HIERARCHICAL STATISTICAL CLUSTER GROUPS

A. GENERAL

For the purpose of this aspect of the study, we dealt with the ten newly formed statistical groupings. These hierarchical groups were formed based on the similarity of tasks performed and the amount of time performed by individuals. The computer procedure statistically related the work performance, regardless of the duty title of the incumbent. This, of course, makes considerably more sense than the older procedures used, wherein groupings are formed based on duty titles. Many are aware of the fact that duty titles may give very little indication of what tasks an incumbent is actually performing, either from a qualitative or quantitative standpoint.

Our attempt in the earlier part of the study to differentiate duties and tasks performed by various job titles yielded relatively little success in comparison to the new procedures. For example, we found very little differentiation in tasks performed by aides, workers, teachers, and head teachers. The best that could be determined from this type of coarse grouping was that they were all doing about the same thing, but there was considerable variation within any job title. Some differentiation was found between the teaching job titles and the supervisory ones, such as assistant director, trainer and supervisor. For some areas we found directors differentiate markedly in a number of the tasks performed, primarily in terms of supervising the center staff. In each of these job titles there was tremendous variance in terms of tasks performed and the amount of time spent on each task.

Each of the ten primary hierarchical cluster groups is defined in terms of the percentage of tasks performed in each of nine major duties. Of the total 167 tasks involved in the survey, five of the tasks did not meet the criteria for retention in any job description. These five specific tasks were: care for animals or pets; construct flannel boards, easels, or accessories; construct or assemble outdoor equipment; paint building; and paint equipment or toys.

Tasks were functionally grouped into nine new duties. (See Table 2, page 6.) The number of tasks included in each of these duties ranged from a low of six to a high of 29. Duty H, Dealing with Public, Officials, and Regulations; and Duty G, Planning Teaching Activities, each had a low of six and seven tasks, respectively. Duty E, Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development; and Duty F, Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development, each contained a high of 29 tasks.

The automatic data processing procedures also yielded average amount of time spent by each group in terms of time spent on each task. (Data for the ten cluster groups are presented in the Technical Appendix.) For these data for each group, tasks were ordered based on the average amount of time spent by all group members. These were successively ordered from highest average percentage to lowest average percentage, with an additional column for cumulative average time per task. (See Table 1, page 4.) We arbitrarily determined that 90% of total time spent would adequately describe the job for each group; thus, in developing job descriptions for each of these ten statistical cluster groups, only those tasks that accounted for the 90% of average time were considered.

Table 2 gives the number of tasks pertaining to each duty, and the percentage of tasks in each of the nine duties in the last two columns. These data, together with the average percentage of time spent by all members (GP0001) of the study allow us to make comparisons, differentiations, and develop specific job descriptions.

Table 3, page 7 gives the composition by job title of teaching and administrative cluster groups.

B. TEACHING CLUSTER GROUPS

TEACHING CLUSTER GROUP GP0122

Teaching Cluster Group GP0122, which contains 348, or half of the total sample of 684 members, is the first to be described. Ninety-eight of the 162 tasks account for 90% of the work time for this group. The highest average percent time per task is 1.91%, with the 98th task averaging .37% of time.

Over 60% of the average member's time is spent in the two major teaching type duties involving the teaching or guiding of children, and the managing or directing of children. This is in comparison to less than 36% of the tasks being in these two duties. This group spends an average of 7.09% of their time on planning teaching activities; 8.04% on evaluating children, their problems, and coordinating center home and agencies; and 10.19% in providing for health, safety, and comfort of children. They spent relatively little of their time in administration of money, supplies, etc.; dealing with public, officials, and regulations; supervising center staff; and development of center plans, policies, and procedures. Nearly all of those with "teacher" job title, 150 out of 168, are included in this cluster group. A significant number of those indicating the job title of assistant director, aide, day care worker, and head teacher are also included in this group. While this group is heavily loaded with Title IV-A and Head Start centers, it does include significant representation from independent and voluntary centers. Some 66 members have at least a bachelor degree, with a mean educational level of about 13 years. Its members are found in all sizes of centers, have a mean age of 29.49 years, supervise an average of 2.02 adults, and have nine male members. They report caring for an average of about 18 children in their present job.

TEACHING CLUSTER GROUP GP0101

Teaching Cluster Group GP0101 consists of 31 members whose job is somewhat more homogenius than the first teaching group. Seventy-eight tasks account for 90% of their time, with the highest of the tasks involving 2.0%, and the 78th task involving .46% of their time. Its members spend 35.15% of their time in managing or directing children, 31.09% in teaching or guiding children, and 17.48% in providing for health, safety, and comfort of children. Its members spend little or no time in duties involving evaluating and coordinating; dealing with public, officials, and regulations; development of center plans, policies, and procedures; and supervising center staff. Thirteen of its members refer to themselves as day care workers; nine as teachers; four as assistant directors; and

TABLE 2 - COMPARISON OF AVERAGE TIME SPENT BY ALL MEMBERS OF EACH TEACHING AND ADMINISTRATIVE CLUSTER GROUP WITH TOTAL MEMBERS

Duty Title	Teaching Cluster Groups					Administrative Cluster Groups					TOTAL	Number and % of Tasks In Duty
	GP0122	GP0101	GP0094	GP0036	GP0024	GP0064	GP0047	GP0034	GP0022	GP0018	GP0001	
A. Development of Center Plans, Policies, and Procedures	3.01	1.06	5.98	2.03	.00	10.00	9.12	2.89	17.08	3.04	4.32	11 - 6.79
B. Administration - Money, Supplies, Facilities, Equipment, Etc.	.00	.46	8.87	9.57	.41	13.13	23.84	9.46	14.24	17.91	5.24	14 - 8.64
C. Supervising Center Staff	.58	.00	9.21	3.94	.00	17.24	21.74	7.26	24.67	9.58	4.88	14 - 8.64
D. Providing for Health, Safety, and Comfort of Children	10.19	17.48	9.89	23.32	18.45	9.36	5.80	11.59	5.77	21.60	11.52	26 - 16.05
E. Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development	33.38	31.09	17.82	14.20	8.94	2.09	1.10	2.67	1.16	6.62	24.59	29 - 17.90
F. Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development	27.36	35.15	17.59	24.23	36.32	9.81	2.02	6.13	1.76	13.3[illegible]	22.60	29 - 17.90
G. Planning Teaching Activities	7.09	2.28	3.39	1.60	3.18	.00	.00	2.52	1.11	.39	5.04	7 - 4.32
H. Dealing with Public, Officials, and Regulations	.00	.00	3.84	1.97	.00	7.18	8.07	4.52	14.03	1.58	1.63	6 - 3.70
I. Evaluating Children, Their Problems, and Coordinating Center, Home, and Agencies	8.04	2.82	13.81	8.36	3.07	21.35	17.74	43.08	10.01	15.6[illegible]	10.50	26 - 16.05
Number of Group Members	346	31	138	11	20	69	7	5	14	9	684	
Number of Tasks Accounting for 90% of Time	98	78	135	99	69	93	63	75	68	72	128	
Lowest % Average Time Within 90%	.37	.46	.42	.30	.40	.42	.47	.43	.40	.36	.37	
Highest % Time Per Task	1.41	2.07	1.04	1.94	2.76	1.97	4.30	2.64	3.72	4.72	1.26	

TABLE 3 – COMPOSITION BY JOB TITLE OF TEACHING AND ADMINISTRATIVE CLUSTER GROUPS BY PERCENTAGE OF TOTAL

	Teaching Cluster Groups					Administrative Cluster Groups					Total
Interval	GP0122	GP0101	GP0094	GP0036	GP0024	GP0064	GP0047	GP0034	GP0022	GP0018	GP0001—No.
Asst. Director	37.04	4.94	23.46	4.94	.00	6.17	1.23	2.47	.00	8.64	100% – 81
Aide	80.00	6.66	4.44	2.22	6.66	.00	.00	.00	.00	.00	100% – 45
Center Director	1.69	.56	51.12	1.12	.00	32.02	2.25	.00	6.18	1.12	100% – 178
Day Care Supervisor	14.29	.00	46.43	10.71	.00	10.71	7.14	7.14	.00	.00	100% – 28
Day Care Trainer	42.86	.00	28.57	.00	14.29	.00	.00	.00	.00	.00	100% – 7
Day Care Worker	64.84	14.29	1.09	.00	12.09	.00	.00	.00	.00	.00	100% – 91
Head Teacher	62.54	1.59	12.70	.00	.00	.00	.00	1.59	.00	.00	100% – 63
Teacher	89.29	5.36	.60	.00	2.98	.60	.00	.00	.00	.00	100% – 168
Other	45.00	.00	5.00	5.00	.00	15.00	.00	.00	10.00	.00	100% – 20
Not Indicated	.00	.00	.00	.00	.00	.00	.00	.00	100.00	.00	100% – 2
Total	**50.58**	**4.53**	**20.18**	**1.61**	**2.92**	**10.09**	**1.02**	**.73**	**2.05**	**1.32**	**100% – 684**

three as aides. Twenty-seven of its 31 members are from independent or voluntary centers; 23 members are from large centers; while five are from those of medium size. Six of its members have degrees. They have a mean education of 12.7 years. There are no males in this group. Their median age is 33.50 years. They supervise an average of 1.35 adults, and indicate that they care for an average of about 16 children in their present job.

TEACHING CLUSTER GROUP GP0094

Teaching Cluster Group GP0094 is a unique cluster. It involved 133 members. It is the broadest in terms of the number of tasks or activities involved, with 135 tasks being required to account for 90% of the average member's time. The average amount of time for the highest task is only 1.04%, while for the 135th task, it is .42%. This, of course, means that they are involved in nearly every activity, but spend relatively little time in each activity. The percentage of time that they spend on each of the nine duties approximates closely the percentage of tasks in each duty. They might be described as teaching-administrators. Of the 138 members in this group, 91 are center directors. This is a little over half of the total of 178 directors involved in the total study.

Other members of this group use supervisory titles such as assistant director, supervisor or head teacher, with 19, 13, and 8 members, respectively. Some 78 members are from independent centers; while Title IV-A, Head Start, and voluntary centers, number 23, 17, and 15, respectively. They claim that they care for an average of about 43 children in their present job, and that they supervise an average of 8.90 adults. They represent all sizes of centers; 36 members have degrees. They have a mean educational level of 13.81 years, a mean age of 40.63 years, and eight male members.

TEACHING CLUSTER GROUP GP0036

Teaching Cluster Group GP0036 involves the smallest number of the members of any of the teaching cluster groups, with only 11 members. A total of 99 tasks account for 90% of their time. The highest average percent of time per task is 1.97%, with the 99th task averaging .30% of time. It involves the smallest percent of any teaching group activities in teaching or guiding children, with only 14.20% devoted to that duty; 24.23% of the members' time is devoted to managing or directing children, while 23.32% of their time is spent in providing for health, safety, and comfort of children, this being the highest percent of any group as relates to the latter duty. Its members spent 9.57% of their time in the administration of money, supplies, facilities and equipment, and 8.86% in evaluating and coordinating. They spent less than 4% of their time on supervising center staff and only about 2% in each of the other duties. Nearly all of its members use an administrative or supervisory title. Seven of its members come from independent centers, while two are from voluntary centers. None of its members have college degrees; the educational level is 11.40 years. Eight of the members are from large centers; there is only one man among its members, who average 37.18 years of age, supervise 6.80 adults and care for 32.00 children.

TEACHING CLUSTER GROUP GP0024

Teaching Cluster Group GP0024 numbers 20 members. Some 69 tasks comprise 90% of their time, with the highest task averaging 2.07%, and the 69th task averaging .40% of their time. Eleven of the 20 members designate themselves as workers, with five as teachers, and three as aides. They spend more time, 36.32%, managing or directing children than any other group. They are also relatively high in teaching or guiding children and providing for their health, safety, and comfort with 28.94% and 18.45%, respectively. They average about 3.18% and 3.07% in planning teaching activities and evaluating and coordinating, respectively. The 20 members average 34.17 years of age; 11 use the job title of worker, five of teacher, three of aide and one of trainer. They come from all sizes and kinds of centers, except Head Start, average 11.83 years of education with only one member having a degree and none being males. They care for an average of 13.42 children in their present jobs.

C. ADMINISTRATIVE CLUSTER GROUPS

ADMINISTRATIVE CLUSTER GROUP GP0064

Administrative Cluster Group GP0064 is the largest of the administrative ones, with 69 members. It involves 93 tasks to account for 90% of the time with the highest percent per task being 1.97% and the 93rd task involving .42%. A little over 2% of their time is involved in planning teaching activities and teaching or guiding children. Less than 10% of their time is involved in managing or directing children, much of this being in the area considered discipline. Tasks involving evaluation and coordination take up 21.35% of their time, for the second highest of any group for this duty. They spend 7.18% of their time dealing with public, officials, and regulations; 17.24% on supervising center staff; 13.13% on administration, and 10.00% on development of center plans, policies, and procedures. Of the 69 members, 57 are center directors; five, assistant directors; and 3, supervisors. They work in nearly all kinds of centers, for an average of 43.73 hours per week, supervising an average of 14.78 adults, coming from nearly all kinds of centers. A total of 29 members have degrees, while the total has an average of 14.73 years of education. They care for an average of 64.45 children in their present job and average 41.37 years of age. Five of its members are males.

ADMINISTRATIVE CLUSTER GROUP GP0047

Administrative Cluster Group GP0047 is the next to the smallest group, with only seven members. The number of tasks accounting for 90% of their time is 63, with the highest task accounting for 4.30% of their time, and the 63rd task accounting for .47% of their time. They spend more time on the administration of money, supplies, and equipment than any other groups, with a total of 23.84% of their time involved in comparison to 8.64% of the tasks being in that administrative duty. They spend 21.74% of their time in supervising center staff, in comparison to 8.64% of the tasks being in this duty. They spend 17.74% in evaluating and coordinating types of activities; 8.07% in dealing with public, officials, and regulations; and 9.12% in development of center plans, policies, and procedures. Less than 10% of their time is involved in the other four duties dealing with children and children's activities. All of its members are directors, assistant directors, or supervisors, who come from independent, title IV-A, or voluntary centers of either medium or large size. Five of its members have degrees, with the average education for all members being 15.25 years. They care for an average of 21.06 children and supervise an average of 12.14 adults. Their average age is 36.50 years, and they have one male among their membership.

ADMINISTRATIVE CLUSTER GROUP GP0034

Administrative Cluster Group GP0034, which is the smallest group in membership consists of only five individuals. The number of tasks accounting for 90% of time is 75, with the highest task averaging 2.64%, and the 75th task averaging .43% of their time. It is the group that is most concerned with evaluating children, their problems, and coordinating center, home, and agencies with a mean of 43.08% of member's time involved in these activities. The three teaching-managing children duties involve a little over 11% of their time. They spend 11.57% of their time in providing for health, safety, and comfort of children and 2.80% in development of center plans, policies, and procedures. The other three duties are in close relationship to what would be expected in terms of the percentage of tasks in those duties. All members are from Title IV-A centers, four of which are large in size; they use supervisory titles other than director (i.e., assistant director, supervisor, and head teacher). They average 14.00 years of education, with two members having degrees, and care for an average of 40.00 children in their present job. They work 40.40 hours per week and supervise an average of 8.25 adults. They average 34.60 years of age and have no male members. They could be described as social services specialists.

ADMINISTRATIVE CLUSTER GROUP GP0022

Administrative Cluster Group GP0022 involves only 14 members, with 68 tasks accounting for 90% of their time, 3.72% for the highest task, and .40% for the 68th task. This cluster group spends little time on those four duties (i.e., D, E, F and G) dealing with children. They spend more time than any other group on the four supervisory-administrative duties, with 24.67% for supervising center staff; 17.08% in development of center plans, policies and procedures; 14.03% dealing with public, officials and regulations; and 14.24% on administration. They average 10.01% on evaluating and coordinating. Eleven of the 14 members indicate that they are center directors and its members come from all kinds of centers, but usually from large ones. They average 15.96 years of education, with nine having degrees, the majority of which have graduate ones. They care for an average of 60.38 children, work an average of 46.58 hours per week, supervise an average of 16.38 adults, average 45.25 years of age, and five of the 14 members are males, for the highest proportion of any group. It is one of the purest supervisory-administrative groups.

ADMINISTRATIVE CLUSTER GROUP GP0018

Administrative Cluster Group GP0018 numbers nine members with 72 tasks accounting for 90% of their time. The highest percentage of time for any task is 4.72%, with .36% for the 72nd task. This group of nine members seems to be heavily specialized in administration of money, supplies, facilities and equipment, and providing for health, safety, and comfort of children with 17.91% and 21.60% of time, respectively. They spend very little time in planning teaching activities, teaching or guiding children, and dealing with public, officials, and regulations. They spend an expected amount of time in evaluating and coordinating, managing or directing children, and supervising center staff with below expected time in development of center plans, policies, and procedures. Seven of its nine members are assistant directors while two are directors. Eight of its nine members are from private schools, evenly divided between voluntary and independent. Two have degrees, with an average education of 13.44 years. They supervise an average of 14.00 adults and care for an average of 85.00 children. Their average age is 40.78 years, and they have no males among their members.

IX. DISCUSSION OF THE NINE NEW DUTIES AND FACTOR RATINGS

The rationale for the study was to develop job descriptions based primarily on the kinds of tasks that individuals were performing, and to augment these job descriptions based upon the importance of tasks in terms of the needs of children, including their health, safety, well-being and their cognitive and physical development. To assess the importance of each task in this light, we developed scales for measuring two factors: Consequences of Inadequate Performance and Training Priority. Consequence of Inadequate Performance was defined in terms of the probable consequences of inadequate performance of a particular task considering the health, safety and welfare of the child, foremost; thus, anything that would have extremely severe consequences on the well-being of the child in the center would be disastrous. Other considerations were the proper growth, psychological well-being and intellectual development of the child. A nine-point scale was used, with "9" being the highest or most disastrous. Where inadequate performance or nonperformance of a particular task had little probable consequence, a rating of negligible or "1" was expected. A rating of "5" indicated that the consequences were fairly serious. The second factor relating to importance of a task was Training Priority. Judges were asked to consider the importance of training in doing the task properly. Training Priority thus could be rated from a high of "9" meaning absolutely necessary to a low of "1" meaning no value, with a "5" in between meaning the training was moderately valuable.

We felt that Task Learning Difficulty, a third factor, also needed to be considered in the development of a career ladder for day care personnel. There is, of course, a limit to the number of very difficult tasks that a new job incumbent could be expected to perform proficiently. A similar "9" scale was used to assess Task Learning Difficulty. The frame of reference was the relative amount of training time required to learn to perform a given task. A "9" meant that it was extremely high, with training being essential, with a "1" meaning extremely low, requiring little or no training. Each of the nine duties are described in terms of the tasks included and the factor ratings on the tasks. (These are all presented in the Technical Appendix.)

RELIABILITIES OF TASK FACTORS

Task factor ratings for each rater were normalized by automatic data processing procedures so that the average of ratings for each person was "5" with a standard deviation of "1". Thus, about two-thirds or about 111 of the 167 tasks for each rater were between "4" and "6". Using normal distribution curve statistics, we arbitrarily designated average factor ratings of 5.9 or higher as high and 4.0 or lower as low to account for the upper and lower 20% of the ratings, respectively.

The reliabilities and intercorrelations of task factors are given in Table 4, page 10. Suffice it to say that the reliabilities of pooled ratings are of the magnitude of .94 or better and that the intercorrelations range from .21 to .76.

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES AND PROCEDURES

Most of the 11 tasks in this duty are of an administrative type, which require the development of center plans,

TABLE 4 - INTERCORRELATIONS AND RELIABILITIES OF TASK FACTORS

	Number of Members	Task Difficulty	Consequences Directors	Consequences Experts	Training Priority
Task Difficulty-All	71	(.98)	.20	.32	.66
Consequences-Directors	26	.21	(.94)	.88	.74
Consequences-Experts	[illegible]	.32	.88	(.96)	.76
Training Priority-All	63	.66	.74	.76	(.97)

policies and procedures, the planning of budgets, menus, open house, or parenting workshops.

Three tasks were rated as having high consequences. These were the development of plans and procedures for emergency situations, the development of rules to insure health and safety of children, and the planning of menus.

Four tasks were rated as having low consequences. These dealt with the development of center advertising or public relations programs, planning birthday parties, planning field trips or holiday celebrations, and planning weekly or monthly center programs.

Five tasks had high training priority. In addition to the three having high consequences, these included the development of center policies and the planning of budgets. The development of center advertising or public relations programs and planning children's birthday parties were rated lowest in training priority. In terms of task difficulty, two were rated as being highly difficult and one as being easy to learn. All others were in the middle category. Planning children's birthday parties was rated low on all categories, and most teaching cluster groups performed it and spent relatively little time on this task. Apparently this is a task that is enjoyed by the children and requires little preparation on the part of center staff members. A typical practice in this regard is for the parents to furnish cake or cookies for this celebration. No training is apparently necessary on this task. For most of the other tasks, administrative personnel are engaged in the requisite activities.

Training in the tasks would be that of an administrative type for day care administrators and other supervisors. Training for most tasks could be accomplished through in-service or informal training. Some assistance might be required for some tasks by outside specialists, such as nutritionists, early childhood experts, fire, safety, and environmental health experts.

DUTY B – ADMINISTRATION – MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC.

Five of the 14 tasks were rated as having high consequences and only by center directors. Experts rated these five tasks as moderate in consequences. The five tasks having the highest consequences dealt with opening the center in the morning, keeping records of money taken in or expended, filling out forms for payment of fees by government, collecting fees, and making staff payrolls. Both experts and directors rated "inventory equipment or toys" as low. Only one task was rated as having high training priority. It dealt with keeping records of money taken in or expended. Five tasks had low training priority ratings. These had to do with arranging for transportation and driving children to and from center, distributing pay checks, closing center at night, and opening center in the morning. Apparently the reason for these five low ratings is that they are fairly easy to achieve. All of the tasks were rated as being moderately difficult with the exception of three; dealing with closing center at night, distributing pay check, and opening center in the morning. These tasks in general are being performed primarily by directors and supervisory personnel. Teaching Group GP0036 appears to be involved in a large number of these tasks. It appears that in-service or informal training would suffice for individuals to accomplish proficiency in these tasks.

DUTY C – SUPERVISING CENTER STAFF

Three of the 14 tasks in this duty are rated high in consequences; the other 11 are rated as moderate. These have to do with determination of qualifications of potential staff members, evaluating staff and determining training requirements, and hiring and dismissing employees.

Seven of the 14 tasks are rated as having high training priority. In addition to the three having high consequences, these include carrying out personnel policies, conducting staff meetings, supervising in-service training, and visiting classrooms to guide teaching staff. Six similar tasks were rated as having high task difficulty. These tasks involved such things as personnel and training staff responsibilities. Most of these tasks were being conducted by directors and supervisors. Because of the high ratings on importance and difficulty, it would appear that training on these tasks be either long in-service training programs or more formalized classroom procedures. There should not be any great problem for the other tasks, which are generally required of directors or supervisors, for they are of moderate learning difficulty.

DUTY D – PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN

Ten of the 26 tasks in this duty are of high consequences. They deal with administering of first-aid and prescribing medications, conducting fire drills, cleaning and maintaining kitchen equipment, cleaning toilets, lavatories and bathroom areas, removing hazardous objects from children's reach or presence, carrying out of emergency measures in case of illness, accident or fire, emptying and sanitizing training chairs, feeding infants or young children, and holding or touching children to provide comfort to them.

Two tasks are rated as having low consequences. They deal with clearing tables and tying children's shoes. Only one-half or five tasks having the highest consequences have high training priority. These are administering first-aid, conducting fire drills, removing hazardous objects from children's reach or presence, carrying out emergency measures in case of illness, accident or fire, and holding or touching children to provide comfort to them.

Nine tasks have low training priority. None of the tasks are rated high in terms of difficulty. Eleven are rated as moderate and 16 as low in difficulty. Nearly all administrative and teaching groups are involved in a number of tasks, such as administering first-aid, administering prescribed medications, conducting fire drills, removing hazardous objects from children's reach or presence, carrying out emergency measures in case of illness, accident or fire, holding or touching children to provide comfort to them. It appears that training on these tasks could be accomplished by demonstration or in-service training. Perhaps the only exception is first-aid training for which the American Red Cross provides an eight-hour course.

DUTY E – TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE AND COGNITIVE DEVELOPMENT

Only one task, explaining safety rules to children, has high consequences. Five are rated as having low consequences: guiding children's games, guiding show and tell activities, helping children to make things to play with, teaching children nursery rhymes, and guiding children to make books of their activities.

Two of the 29 tasks have high training priority, while two have low training priority. The high ones are guiding children to talk about what they see and feel, and guiding them to do things for themselves. The low training priority tasks are guiding children to make books of their activities and teaching children nursery rhymes.

Four tasks have high difficulty ratings. These are guiding activities requiring children to ask questions, guiding activities that require children to answer questions or give explanations, guiding children to expand language and teaching children space and time concepts. Nearly all of the tasks involve most of the teaching cluster groups for a significant amount of time, especially Teaching Group GP0122 and Teaching Group GP0094.

Three of the tasks involve a significant proportion of administrative cluster group time. These are building children's identity by using their first names or noting their clothing, encouraging all children to try all foods, and explaining safety rules to children. Typically, the 29 tasks involved in this duty deal with educational, comprehensive or developmental activities. They are teaching or guiding oriented types of tasks. All of the tasks require either a moderate or high amount of training time to learn to perform each task. Training of the teaching staff on these tasks would probably involve a considerable amount of time. We envision requisite training being of a more formalized nature, involving some theory as well as practical applications. A combination of workshops and in-service training such as is embodied in the Child Development Associate (CDA) programs and other recognized pre-service training program would be most appropriate for achieving the requisite competency on these tasks.

DUTY F – MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR AND MUSCLE DEVELOPMENT

Seven of the 29 tasks in this duty have high consequence ratings. They deal with directing children during fire drills, playing with infants, praising children for efforts, and tasks related to social-emotional development and discipline, such as encouraging children to express emotions and vent frustrations or hostilities without hurting others, maintaining discipline, managing aggressive children, etc. Only two tasks are rated low in terms of consequences. They deal with operating projectors and monitoring homework of after school children. Ten are rated high in terms of training priority. These include the social-emotional development and discipline of children, directing children during fire drills, playing with infants, and praising children for efforts.

Five tasks are rated as high in task learning difficulty. These again deal with the social-emotional development and discipline of children. Three are rated low in terms of learning difficulty. They deal with monitoring television viewing, managing children in rest or sleep, and decorating center for seasons, holidays or themes, the last of which is rated low on all factors but which is performed for a relatively small portion of time by nearly all administrative and teaching cluster groups. Nearly all of these tasks are performed by all of the teaching cluster groups. With the exception of tasks involved in the social-emotional or discipline areas. It appears that in-service training of an informal nature would suffice. More formalized training would be required in the social-emotional and discipline areas.

DUTY G – PLANNING TEACHING ACTIVITIES

This duty involves seven tasks in planning teaching activities. Task difficulty is moderate for all seven activities. The importance of each of these activities is considered as moderate, with the exception of planning show and tell activities which receive a low rating on both consequences and training priority. These activities by and large are involved in teacher training and should be done in conjunction with the content areas; for example, the planning of science and nature activities should be part of learning to teach these activities.

DUTY H – DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS

Two of the six duties are rated high in terms of consequences and training priority. These deal with insuring that licensing standards are met and maintained, and evaluating compliance with state licensing regulations.

Conducting public relations programs is rated low in consequences, while scheduling inspections by public officials is rated low in training priority. Four of the six tasks are rated high in task learning difficulty, while two are rated as moderate. These six tasks are primarily performed by higher levels of administrative type groups with relatively few teaching groups involved.

There appears to be a special need for the development of a training program for administrators for insuring that licensing standards are met and maintained, and evaluating compliance with regulations. Since these are rated high on all factors, or performed by administrators and generally not performed by teaching cluster groups, it appears that special training is needed for directors and supervisors of day care centers. In view of the large amount of training that should be required of teaching groups, it is not recommended that teaching groups be trained on these tasks, except on things that are directly relevant to their teaching functions.

DUTY I – EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES

Fourteen of the 26 tasks in this duty have high consequences. Ten have high training priority while 12 have high task difficulty. These are a complex and heterogeneous group of tasks. Some of these eventually will have to be performed by highly skilled center staff members, while others would require assistance from experts from outside the typical day care center. The social services technician and higher skilled administrative or supervisory types perform a very large number of these tasks. Highly skilled teachers apparently also expend a small amount of time on a very large number of these tasks. Those tasks that will be required to be performed within the center will include the conducting of daily health observations, the evaluation of children's emotional development, the identification of symptoms of childhood diseases, the assessing of children's needs in terms of parent's values, explaining of center policies and rules to children, the preparing of reports of accidents, the preparing of reports on suspected child abuse or neglect, and the recognizing of signs of illness and discomfort in children. By and large, these tasks are of a moderately difficult level to learn. Centers may need to rely on more experienced or specialized personnel (or experts) to assist in the performance of those tasks involving the evaluation of behavorial, emotional, physical,

sensory, intellectual, or motor problems. The identification of children and the referral of these children may require more outside specialized assistance. While checklists of one type or another may assist in the identification and evaluation of problem areas for some staff members or centers, this might not be sufficient for all.

Communities might well assist centers in early screening, identification, and referral of children with potential problems; for example, dentists and dental assistants, at little or no cost to centers or parents, are often willing to participate in public services. Other professionals or associations are willing to assist in similar activities involving vision, speech, hearing, behavior, physical, and motor problems. Some individuals might say that we need not do it that way, that day care centers could employ — at least on a part-time basis — the various professionals. Our reply would be that even most of the federally funded centers are required to make use of community facilities that are already available. In addition, centers cannot afford to employ very many professionals, for it is the working mother who generally must pay for these additional services. The typical working mother who has her children in day care centers subsidizes the day care operation. She is in the minority in wanting real good child care for her child and is, herself, paying for this child care. It must be realized that only 8% to 12% of young children of working mothers are in any type of licensed care, of any sort. If fees for child care are increased, she is forced to either quit work and care for the children herself or do as the greater majority do, select informal or unlicensed child care.

X. CONCLUDING STATEMENT

A. SUMMARY

This study invovled the development, administration, and analysis of a job inventory. This inventory of tasks was used to determine the job performance of 684 job incumbents in Texas day care centers. The inventory was also used to determine the judgements and opinions of child care experts, center directors, licensing representatives, and others on such factors as consequences of inadequate performance, training priority, and task learning difficulty. Ten job description cluster groups evolved which account for nearly all of the work performances of teaching and administrative staff members of day care centers used in our sample. Five of these job description cluster groups were of a teaching type while five were of an administrative type. The five teaching job descriptions can be characterized to indicate a career progression for teaching personnel for three levels. Level I, or the entry level, contained three job descriptions. Level II was described as a highly skilled teaching position involving considerable developmental activities. Level III is that of a teacher-administrator.

This effort represents a first attempt at making job descriptions and developing a career progression for child care personnel based on a scientific procedure and research findings. Teaching job descriptions GP0101, GP0036, and GP0024 are all considered entry level job descriptions, and those having a moderate amount of developmental activities. Members having these job descriptions are not expected to participate fully in the morning programs of complete developmental or comprehensive programs. They would require more supervision and would participate more fully in afternoon programs or morning programs of centers that are not fully developmental.

The job description for teaching cluster group GP0122, or level II, is a high level one which involves considerable developmental kinds of activities, that accounted for over 50% of the sample of the study. This could be inferred to mean that a considerable amount of developmental activities for children are taking place in the day care centers of Texas. It is suggested that those centers desiring to have a comprehensive program make use of this job description for all teaching staff that are involved in the morning program.

Teaching administrative cluster GP0094 is a high-level teaching, supervising, administrative one. While this job description actually describes the tasks performed by a large number of center directors, it could also be a job description for assistant directors or other supervisors. A center could operate with this job description and one or more of the other four teaching job descriptions. This was the second to the most popular in defining the sample, including over 20% of the total sample. This job description accounted for over 51% of the day care center directors in our sample. This means, of course, that a very large number of day care center directors, as well as other supervisors, are teaching administrators.

Administrative job clusters identified a social service specialist and four other administrative types, most of which do little or no teaching of children.

A brief summary of the day care study containing job descriptions, career progressions, and individual training records has already been distributed to over 6,000 persons representing 2,700 day care centers, 1,200 kindergarten and nursery schools, and other participants in the study.

By use of factor ratings on each task, suggestions were made concerning the priority, kinds and methods of training that might be used to accomplish pertinent skills.

Each of the three factors, Consequences of Inadequate Performance, Training Priority, and Task Difficulty showed unusually high reliability or agreement among raters as indicated by correlation of .94 to .98 for respective groups of raters.

The task of insuring that licensing standards are met and maintained was among the highest in terms of the attention it received from administrators of all kinds. It also was rated uniformly high in terms of consequences, training priority, and task difficulty.

The duty concerned with evaluating children, their problems, and coordinating center, home, and agencies is a very heterogenous and complex one. Some of the tasks require that center personnel be trained while others may be too complex or too costly for a center to have professional assistance on the premises.

The present investigators see a need for assessment procedures to determine requisite competencies on tasks for particular job descriptions. A preliminary proposal has already been developed with a view toward comparative research and development with institutions and organizations already providing training on tasks related to duties of teaching staff.

B. RECOMMENDATIONS

Based upon the results of the data collected and analyzed in this study, which indicate that the objectives as stated under Part IV were achieved, the following recommendations seem to be in order:

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RECOMMENDATIONS

sed upon the results of the data collected and analyzed in is study, which indicate that the objectives as stated der Part IV were achieved, the following recommendaons seem to be in order:

1. That the job descriptions and task lists be studied and used to plan and develop training programs for day care center personnel.

2. That training programs for teaching staff develop along a continuum from entry level to high level teaching performance.

3. That teacher-administrators who comprise the largest group among administrative types be encouraged to continue to perform teaching tasks.

4. That the job descriptions from the task lists for child care administrators be used as a resource for planning and developing courses for pertinent personnel.

5. That the State Department of Public Welfare plan a practical and relevant course for dealing with licensing standards for day care directors and other related administrators, in harmony with the duties and responsibilities inherent in their particular positions.

6. That organizations representing child care directors and administrators, with the assistance of the Department of Public Welfare, the Early Childhood Development Division, the Texas Education Agency, and other groups study the duties and tasks of directors and other administrators before undertaking voluntary certification or accreditation of administrators.

7. That professional groups study the duties under evaluating children, their problems and coordinating center, home, and agencies with a view towards dealing with economics and pertinency of training staff members on requisite tasks in order to determine which tasks require assistance by highly trained or professional personnel.

8. That community resources, at little or no cost to centers or parents, be included in developing programs, in early screening, identification, or referral of children with special problems.

9. That comparative studies be conducted to determine to deal with more critical tasks.

10. That projects similar to the Texas Day Care Study be conducted on a regional basis as well as in other states to include the complete center staff and related personnel.

C. IMPLICATIONS

The experience and insights gained from conducting this study suggest the desirability and the plausibility of continuing the refinement of the inventory. In any research technique such as this one, a participant may perform certain tasks which were neither on the list of tasks in its present form nor added to it by the participant. In spite of the findings which indicate a similarity of time spent on a variety of tasks across job descriptions, the extent and quality of performance may well reflect differences in discrete program elements, as well as the overall philosophies of the particular centers.

The results of this study provide fresh evidence and insights for program development, staff training, career progression, and evaluation. The results are already being used by an interagency task force — the Texas Committee on Early Childhood Development Careers — under the leadership of the Texas Early Childhood Development Division, to develop a career progression for child care personnel. The Committee is also using the results as a resource to identify competencies and personal qualities needed for each position in the career structure, and to design a task-performance preparation framework with appropriate sequencing and learning experiences for various levels of job responsibility. This framework includes guidelines for assessment of learning, training, counseling, and ongoing evaluation.

This study also has methodological implications for similar and related research. In this area, if it only serves as a catalytic influence for stimulation of other related research, our mission would have been accomplished. That is, relative decisions about the tasks performed by day care personnel will have a solid scientific base.

TEXAS DAY CARE STUDY

FINAL REPORT

OCCUPATIONAL ANALYSIS OF DAY CARE PERSONNEL

STATEMENT OF THE PROBLEM:

With the increasing number of working mothers comes an increasing need for child care. There is a greatly increased need for well-trained child care workers in the State of Texas, which currently licenses approximately 2,700 child care centers that care for over 120,000 young children.

Presently there is no career ladder nor credential for day care personnel in the State of Texas. Federal regulations require validation of selection, training, promotion and credentialing devices and procedures, and that they be based on a recognized method of occupational analysis.

Day care centers are in need of occupationally trained staff. No systematic study had ever been conducted to determine training needs and requirements of personnel of day care centers in Texas. To adequately prepare child care personnel to meet the need for expanding programs and services, it is necessary to determine the actual requirements of the job. The first step in effective curriculum planning for training programs requires specific knowledge of what tasks are performed and the extent to which they are performed by workers. Other requirements include determining levels of difficulty, complexity, and responsibility for the various tasks to be accomplished by job incumbents. The purposes of this study are to specify the career ladder, the requirements and training of staff caring for young children and determine the knowledge and skills needed to perform the tasks in each position.

OBJECTIVES:

The objectives were to

1. Develop an inventory of tasks performed by child care workers and supervisors.
2. Group the tasks according to levels of difficulty, complexity and responsibilities.
3. Develop position descriptions composed of related tasks and responsibilities.
4. Develop a career ladder composed of positions of increasing difficulty and responsibility.
5. Determine the knowledge and skills needed to perform the tasks in each position.

CONCLUDING STATEMENT

A. SUMMARY

This study involved the development, administration, and analysis of a job inventory. This inventory of tasks was used to determine the job performance of 684 job incumbents in Texas day care centers. The inventory was also used to determine the judgements and opinions of child care experts, center directors, licensing representatives, and others on such factors as consequences of inadequate performance, training priority, and task learning difficulty. Ten job description cluster groups evolved which accounted for nearly all of the work performances of teaching and administrative staff members of day care centers used in our sample. Five of these job description cluster groups were of a teaching type while five were of an administrative type. The five teaching job descriptions can be characterized to indicate a career progression for teaching personnel for three levels. Level I, or the entry level, contained three job descriptions. Level II was described as a highly skilled teaching position involving considerable developmental activities. Level III is that of a teacher-administrator.

This effort represents a first attempt at making job descriptions and developing a career progression for child care personnel based on a scientific procedure and research findings. Teaching job descriptions GP0101, GP0036, and GP0024 are all considered entry level job descriptions, and those having a moderate amount of developmental activities. Members having these job descriptions are not expected to participate fully in the morning programs of complete developmental or comprehensive programs. They would require more supervision and would participate more fully in afternoon programs or morning programs of centers that are not fully developmental.

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Teaching administrative cluster GP0094 is a high-level teaching, supervising, administrative one. While this job description actually describes the tasks performed by a large number of center directors, it could also be a job description for assistant directors or other supervisors. A center could operate with this job description and one or more of the other four teaching job descriptions. This was the second to the most popular in defining the sample, including over 20% of the total sample. This job description accounted for over 51% of the day care center directors in our sample. This means, of course, that a very large number of day care center directors, as well as other supervisors, are teaching administrators.

Administrative job clusters identified a social service specialist and four other administrative types, most of which do little or no teaching of children.

A brief summary of the day care study containing job descriptions, career progressions, and individual training records has already been distributed to over 5,000 persons representing 2,700 day care centers, 1,200 kindergarten and nursery schools, and other participants in the study.

* Since the recommendations were erroneously printed in the Technical Appendix of the final report, this summarization is intended to rectify the transposition of those two pages and to make it easier to read.

E - TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT	GP0064	GP0047	GP0034	GP0022	GP0018
E1. Build children's identity by using their first names or noting their clothing	.94	1.10	1.0	.68	3.08
E2. Develop child's ability to listen					
E3. Encourage all children to try all foods	.45		1.13		.94
E4. Explain safety rules to children	.70		.47	.48	.57
E5. Guide activities that require children to answer questions or give explanations					.36
E6. Guide activities to make books of their activities					
E7. Guide activities requiring children to ask questions					
E8. Guide activities requiring children to use rhymes, rhythms or songs					.54
E9. Guide children's games					
E10. Guide children to talk about what they see and feel					.36
E11. Guide children to do things for themselves					
E12. Guide children to expand language					
E13. Guide children to provide accurate information					
E14. Guide children to put away toys and equipment					
E15. Guide children to take turns and share					.77
E16. Guide dramatic play activities					
E17. Guide manipulative play, such as puzzles and blocks					
E18. Guide nature of science activities					
E19. Guide show and tell activities					
E20. Help children make things to play with					
E21. Read or tell stories					
E22. Teach children colors					
E23. Teach children space and time concepts					
E24. Teach differences of size or shape of objects to children					
E25. Teach children to classify objects					
E26. Teach children to develop number concepts					
E27. Teach children nursery rhymes					
E28. Teach children to name objects					
E29. Toilet train children					

Each figure represents the average percent of time for all group members on each task.

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FACTOR RATINGS ON TASK DIFFICULTY, TRAINING PRIORITY, AND CONSEQUENCES OF INADEQUATE PERFORMANCE, AND AVERAGE PERCENT OF TIME EXPENDED ON EACH TASK BY DUTY AREA FOR EACH OF THE TEN (10) HIERARCHICAL CLUSTER GROUPS AND TOTAL SAMPLE

Data on factor ratings are presented in terms of standard scores with a mean of five (5) and a standard deviation of one (1). The standard scores are based on ratings on a total of 167 tasks. Tasks that are rated high, or in the top 20% on factors relating to task difficulty, training priority, and consequences of inadequate performance, have an astrick (*). Those rated low, or in the bottom 20% on the same factors, have a minus sign (—). All task data are presented under the pertinent duty. The first, and every third page thereafter in this appendix, presented the factor ratings.

Data for each task under each duty are presented in a similar fashion for each of the ten (10) hierarchical cluster groups and the total sample. Entrees in each of the job cluster groups indicate the average percent of time that members of that group expend on the particular task. Time is in terms of those tasks accounting for 90% of the total time of group members. Tasks which do not have an entry in a particular box are those for which there is insufficient time expended to make time a significant part of the job for that group. Thus, those tasks accounting for the most time and for 90% of the work performed are presented in each figure in the appropriate block beside the task.

The following page, or page 1 of this appendix, contains factor ratings on tasks for Duty A, Development of Center Plans, Policies, and Procedures. Page 2 contains data on the average percent of time expended by group members of each of the five (5) administrative cluster groups on Duty A. Page 3 contains similar data for the five (5) teaching groups and the total for Duty A. Data for the other eight (8) duties follow in a similar order.

A - DEVELOPMENT OF CENTER PLANS, POLICIES AND PROCEDURES		Task Difficulty	Training Priority	Conseq. Experts	Conseq. Directors
A1. Develop center advertising or public relations program	1	5.5	- 3.6	- 3.3	- 3.4
A2. Develop center policies	2	6.4*	6.3*	5.8	5.5
A3. Develop plans or procedures for emergency situations	3	5.2	6.4*	6.9*	7.2*
A4. Develop rules to insure health and safety of children	4	5.2	6.9*	7.0*	7.2*
A5. Plan budgets	5	6.6*	6.0*	5.5	5.4
A6. Plan center open house or parent workshops	10	5.5	4.4	4.4	- 3.7
A7. Plan children's birthday parties	11	- 3.4	- 2.9	- 3.5	- 2.8
A8. Plan children's groupings for activities	12	5.0	5.3	4.1	4.3
A9. Plan field trips or holiday celebrations	13	4.6	4.2	- 3.8	- 3.8
A10. Plan menus	14	5.7	6.4*	5.9*	5.4
A11. Plan weekly or monthly center programs	18	5.6	4.3	- 4.0	- 3.6

* indicates the highest 20% of ratings on each factor.
- indicates the lowest 20% of ratings on each factor.

A - DEVELOPMENT OF CENTER PLANS, POLICIES AND PROCEDURES	GP0064	GP0047	GP0034	GP0022	GP0018
A1. Develop center advertising or public relations program	.84	.58		1.58	
A2. Develop center policies	1.24	1.88		2.71	
A3. Develop plans or procedures for emergency situations	1.22	1.33		2.22	
A4. Develop rules to insure health and safety of children	1.41	1.52	1.48	2.49	
A5. Plan budgets	1.08	.80		3.67	
A6. Plan center open house or parent workshops	.90	.50	.98	.79	1.02
A7. Plan children's birthday parties					
A8. Plan children's groupings for activities	.56	.68		.44	
A9. Plan field trips or holiday celebrations	.98	1.16	.43	1.29	.71
A10. Plan menus	.92	.67		1.19	1.67
A11. Plan weekly or monthly center programs	.85			.70	

Each figure represents the average percent of time for all group members on each task.

A - DEVELOPMENT OF CENTER PLANS, POLICIES AND PROCEDURES	GP0122	GP0101	GP0094	GP0036	GP0024	GP0001
A1. Develop center advertising or public relations program						
A2. Develop center policies			.60			.37
A3. Develop plans or procedures for emergency situations			.64			.57
A4. Develop rules to insure health and safety of children	.38		.76	.49		.63
A5. Plan budgets			.48			
A6. Plan center open house or parent workshops			.58			.40
A7. Plan children's birthday parties	.51	.48	.47	.54		.43
A8. Plan children's groupings for activities	.92	.58	.65			.74
A9. Plan field trips or holiday celebrations	.75		.70	.37		.73
A10. Plan menus			.55	.63		
A11. Plan weekly or monthly center programs	.45		.55			.45

Each figure represents the average percent of time for all group members on each task.

B - ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC.		Task Difficulty	Training Priority	Conseq. Experts	Conseq. Directors
B1. Arrange for transportation of children	21	4.1	- 3.6	5.2	4.3
B2. Close center at night	24	- 3.0	- 3.5	4.1	5.5
B3. Collect fees	25	4.5	4.6	4.6	5.9*
B4. Distribute pay checks	30	- 2.9	- 3.0	4.2	5.3*
B5. Drive children to or from center	31	4.2	- 3.8	5.3	4.2
B6. Fill out forms for payment of fees by government	32	5.6	5.1	5.2	6.0*
B7. Inventory food or supplies	34	4.3	4.5	4.4	4.4
B8. Inventory equipment or toys	35	4.1	4.1	3.9	4.0
B9. Keep records of money taken in or expended	36	5.4	5.9*	5.3	6.0*
B10. Keep employee time records	37	4.7	5.1	4.5	5.2
B11. Make staff payrolls	38	5.5	5.5	4.8	5.9*
B12. Open center in morning	39	- 3.5	- 3.9	5.0	5.0*
B13. Purchase or order food or supplies	40	5.2	5.6	5.3	5.4
B14. Purchase or order equipment or toys	41	5.4	5.3	4.8	4.8

* indicates the highest 20% of ratings on each factor.
- indicates the lowest 20% of ratings on each factor.

B - ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC.	GP0064	GP0047	GP0034	GP0022	GP0018
B1. Arrange for transportation of children	.83	.99		.53	1.01
B2. Close center at night	.75	1.57	1.15	.96	1.45
B3. Collect fees	1.41	3.67	.67	.46	3.83
B4. Distribute pay checks	1.11	1.26	1.84	1.48	1.89
B5. Drive children to or from center		.81			
B6. Fill out forms for payment of fees by government	.42			.64	.67
B7. Inventory food or supplies	1.19	2.67		1.02	1.19
B8. Inventory equipment or toys	1.07	1.57	1.80	.94	.51
B9. Keep records of money taken in or expended	1.36	3.68	1.07	1.44	2.59
B10. Keep employee time records	1.23	1.75	.93	1.18	1.18
B11. Make staff payrolls	.71	.85		.91	
B12. Open center in morning	.62	1.51		.75	.76
B13. Purchase or order food or supplies	1.19	2.34	1.06	1.86	1.68
B14. Purchase or order equipment or toys	1.24	1.17	.94	2.07	1.15

Each figure represents the average percent of time for all group members on each task.

B - ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC.	GP0122	GP0101	GP0094	GP0036	GP0024	GP0001
B1. Arrange for transportation of children			.55	.32	.41	.41
B2. Close center at night			.73	.67	.48	.48
B3. Collect fees		.46	.88	1.69		.66
B4. Distribute pay checks			.80	.68		.45
B5. Drive children to or from center						
B6. Fill out forms for payment of fees by government						
B7. Inventory food or supplies			.75	1.16		.42
B8. Inventory equipment or toys			.78			.55
B9. Keep records of money taken in or expended			.85	1.10		.51
B10. Keep employee time records			.80	1.11		.45
B11. Make staff payrolls			.51	.89		
B12. Open center in morning			.71	.99	.41	.44
B13. Purchase or order food or supplies			.80	.96		.45
B14. Purchase or order equipment or toys			.71			.42

Each figure represents the average percent of time for all group members on each task.

C - SUPERVISING CENTER STAFF		Task Difficulty	Training Priority	Conseq. Experts	Conseq. Directors
C1. Carry out personnel policies	44	5.3	6.0*	5.1	5.7
C2. Conduct staff meetings	45	5.7	6.0*	5.0	4.7
C3. Hire or dismiss employees	46	6.4*	6.1*	6.0*	5.9*
C4. Maintain staff personnel records	47	5.4	5.3	4.7	4.8
C5. Schedule building maintenance	48	4.7	4.6	5.1	4.9
C6. Schedule daily activities	49	5.6	5.8	5.4	5.3
C7. Schedule staff vacations	50	4.5	4.1	4.2	4.2
C8. Schedule staff work	51	5.2	5.6	5.0	5.3
C9. Schedule swimming instructions	52	4.4	3.1 -	3.4 -	4.1
C10. Supervise in-service training	53	6.6*	6.3*	5.6	5.2
C11. Supervise volunteers or student workers	54	5.9*	5.7	5.4	5.2
C12. Visit classrooms to guide teaching staff	55	6.5*	5.9*	5.7	5.2
C13. Determine qualifications of potential staff members	139	6.5*	6.3*	6.7*	6.2*
C14. Evaluate staff and determine training requirements	144	6.6*	6.3*	6.1*	6.0*

* indicates the highest 20% of ratings on each factor.
- indicates the lowest 20% of ratings on each factor.

C - SUPERVISING CENTER STAFF	GP0064	GP0047	GP0034	GP0022	GP0018
C1. Carry out personnel policies	1.69	2.54	1.23	2.77	1.79
C2. Conduct staff meetings	1.53	1.66		2.91	
C3. Hire or dismiss employees	1.15	1.06		2.24	.78
C4. Maintain staff personnel records	1.29	1.86	1.26	1.49	1.88
C5. Schedule building maintenance	1.00	1.50		2.02	
C6. Schedule daily activities	.91		1.09	1.20	
C7. Schedule staff vacations	1.08	.85		1.40	1.04
C8. Schedule staff work	1.52	1.96		1.58	.78
C9. Schedule swimming instructions			.48		
C10. Supervise in-service training	1.48	2.03	.77	1.80	
C11. Supervise volunteers or student workers	1.00	.91		1.08	.85
C12. Visit classrooms to guide teaching staff	1.50	2.47		2.19	1.00
C13. Determine qualifications of potential staff members	1.51	1.86	1.30	1.77	.85
C14. Evaluate staff and determine training requirements	1.58	3.04	1.13	2.22	.61

Each figure represents the average percent of time for all group members on each task.

C - SUPERVISING CENTER STAFF	GP0122	GP0101	GP0094	GP0036	GP0024	GP0001
C1. Carry out personnel policies			.82	1.42		.72
C2. Conduct staff meetings			.73			.44
C3. Hire or dismiss employees			.53			
C4. Maintain staff personnel records			.70	.51		.39
C5. Schedule building maintenance			.62			
C6. Schedule daily activities	5.8		.77	.63		.64
C7. Schedule staff vacations			.60			
C8. Schedule staff work			.77	.63		.43
C9. Schedule swimming instructions						
C10. Supervise in-service training			.57			.38
C11. Supervise volunteers or student workers			.66	.75		.49
C12. Visit classrooms to guide teaching staff			.77			.46
C13. Determine qualifications of potential staff members			.82			.44
C14. Evaluate staff and determine training requirements			.85			.49

Each figure represents the average percent of time for all group members on each task.

D - PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN		Task Difficulty	Training Priority	Conseq. Experts	Conseq. Directors
D1. Administer first aid	19	5.5	6.9*	6.7*	7.2*
D2. Administer prescribed medications	20	4.5	5.5	6.7*	7.3*
D3. Clear tables	23	- 2.0	- 2.2	- 2.5	- 3.6
D4. Conduct fire drills	26	4.4	5.9*	6.0*	6.4*
D5. Set tables or serve food	43	- 3.0	- 3.3	4.1	5.0
D6. Clean playing areas	56	- 2.7	4.1	5.4	5.3
D7. Clean and maintain kitchen equipment	57	- 3.4	4.9	5.9*	5.8
D8. Clean kitchen or dining area	58	- 3.1	4.6	5.8	5.7
D9. Clean or maintain toys or indoor equipment	59	- 3.1	4.8	5.4	5.3
D10. Clean toilets, lavatories and bathroom areas	60	- 3.0	4.7	6.0*	5.9*
D11. Dispose of trash or garbage	63	- 2.2	- 3.5	5.8	5.7
D12. Make repairs on equipment, toys or furniture	64	4.2	4.9	5.3	5.1
D13. Regulate heating, cooling or ventilation	67	- 3.4	- 3.8	5.4	5.0
D14. Regulate lighting	68	- 3.2	- 4.0	5.4	4.9
D15. Remove hazardous objects from children's reach or presence	69	- 3.7	5.9*	7.2*	7.3*
D16. Bathe infants or children	125	4.2	- 3.6	5.3	4.2
D17. Carry out emergency measures in case of illnesses, accident or fire	126	5.3	6.7*	7.1*	7.5*
D18. Dress infants or young children	127	- 3.7	- 3.4	4.7	4.4
D19. Empty or sanitize training chairs	128	- 3.0	4.1	5.9*	5.8
D20. Feed infants or young children	129	- 4.0	5.2	6.2*	5.9*
D21. Hold or touch children to provide comfort to them	130	4.2	6.1*	6.5*	6.1*
D22. Introduce new child to center, staff, and children	132	4.8	5.8	5.7	5.4
D23. Prepare children to go home	134	- 3.6	- 3.8	- 4.0	4.1
D24. Review and make use of individual health records	135	5.1	5.7	5.3	4.9
D25. Select television programs	136	4.5	4.6	4.3	4.6
D26. Tie children's shoes	137	- 2.6	- 2.5	- 3.3	- 3.8

* indicates the highest 20% of ratings on each factor.
\- indicates the lowest 20% of ratings on each factor.

D - PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN	GP0064	GP0047	GP0034	GP0022	GP0018
D1. Administer first aid	1.21	.64	1.03	.65	2.25
D2. Administer prescribed medications	.65	.49	.65		1.51
D3. Clear tables					.39
D4. Conduct fire drills	1.00	1.02		.86	.39
D5. Set tables or serve food					
D6. Clean playing areas					
D7. Clean and maintain kitchen equipment					
D8. Clean kitchen or dining area					
D9. Clean or maintain toys or indoor equipment				.45	
D10. Clean toilets, lavatories and bathroom areas					
D11. Dispose of trash or garbage			.73		
D12. Make repairs on equipment, toys or furniture		.51		.48	
D13. Regulate heating, cooling or ventilation	.52	.78	.44	.80	1.93
D14. Regulate lighting			.44	.61	1.17
D15. Remove hazardous objects from children's reach or presence	.77	.99	.87	1.06	1.88
D16. Bathe infants or children					
D17. Carry out emergency measures in case of illnesses, accident or fire	1.18		1.72	.86	2.10
D18. Dress infants or young children					
D19. Empty or sanitize training chairs					
D20. Feed infants or young children					
D21. Hold or touch children to provide comfort to them	.88		1.33		2.48
D22. Introduce new child to center, staff, and children	1.27	.85	.86		2.62
D23. Prepare children to go home			.70		.59
D24. Review and make use of individual health records	1.43	1.52	2.22		2.32
D25. Select television programs					.47
D26. Tie children's shoes	.54		.60		1.50

Each figure represents the average percent of time for all group members on each task.

D - PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN	GP0122	GP0101	GP0094	GP0036	GP0024	GP0001
D1. Administer first aid	.54	.74	.69	.85		.69
D2. Administer prescribed medications	.42	.49	.60	1.12	.60	.55
D3. Clear tables	.78	1.14		.86	1.25	.64
D4. Conduct fire drills			.71	.96		.51
D5. Set tables or serve food	.75	1.05	.44	1.13	1.25	.65
D6. Clean playing areas	.72	.99	.47	.94	1.51	.61
D7. Clean and maintain kitchen equipment				.70		
D8. Clean kitchen or dining area				.90		
D9. Clean or maintain toys or indoor equipment	.67	.89	.47	.89	1.20	.58
D10. Clean toilets, lavatories and bathroom areas		.60		.63	1.12	
D11. Dispose of trash or garbage		.47				
D12. Make repairs on equipment, toys or furniture				.54		
D13. Regulate heating, cooling or ventilation			.55	.95		.41
D14. Regulate lighting			.50	.67		
D15. Remove hazardous objects from children's reach or presence	.88	1.10	.70	1.54	1.47	.88
D16. Bathe infants or children				.30	.43	
D17. Carry out emergency measures in case of illnesses, accident or fire	.65	.69	.85	1.32		.77
D18. Dress infants or young children	.41	.99		.94	1.73	.44
D19. Empty or sanitize training chairs		.73		.31		
D20. Feed infants or young children		.59		1.33	.94	
D21. Hold or touch children to provide comfort to them	1.22	2.04	.88	1.87	2.04	1.21
D22. Introduce new child to center, staff, and children	.87	.93	.90	1.57	.72	.93
D23. Prepare children to go home	.81	1.46	.60	.73	1.50	.71
D24. Review and make use of individual health records				1.15		.56
D25. Select television programs	.39	.73	.83			.39
D26. Tie children's shoes	1.08	1.85	.70	1.12	2.69	.99

Each figure represents the average percent of time for all group members on each task.

E - TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT		Task Difficulty	Training Priority	Conseq. Experts	Conseq. Directors
E1. Build children's identity by using their first names or noting their clothing	70	4.3	5.3	5.6	5.6
E2. Develop child's ability to listen	71	5.7	5.8	5.6	5.5
E3. Encourage all children to try all foods	72	4.6	4.8	4.0 -	4.2
E4. Explain safety rules to children	73	4.8	5.7	6.1*	6.6*
E5. Guide activities that require children to answer questions or give explanations	74	6.0*	5.1	4.9	4.7
E6. Guide activities to make books of their activities	75	5.3	3.8 -	3.1 -	3.6 -
E7. Guide activities requiring children to ask questions	76	6.1*	5.1	4.5	4.7
E8. Guide activities requiring children to use rhymes, rhythms or songs	77	5.5	4.9	4.0 -	4.2
E9. Guide children's games	78	4.9	4.9	3.9 -	4.0 -
E10. Guide children to talk about what they see and feel	79	5.8	6.0*	5.6	5.1
E11. Guide children to do things for themselves	80	5.4	5.9*	5.7	5.3
E12. Guide children to expand language	81	6.0*	5.7	5.7	5.1
E13. Guide children to provide accurate information	82	5.7	4.8	4.5	4.5
E14. Guide children to put away toys and equipment	83	4.6	4.9	4.4	4.6
E15. Guide children to take turns and share	84	5.0	5.1	4.9	5.1
E16. Guide dramatic play activities	85	5.4	5.0	4.3	4.1
E17. Guide manipulative play, such as puzzles and blocks	86	4.9	5.0	4.4	4.5
E18. Guide nature of science activities	87	5.5	5.1	4.4	4.3
E19. Guide show and tell activities	88	4.8	4.2	3.5 -	4.0 -
E20. Help children make things to play with	89	5.2	4.5	3.8 -	3.7 -
E21. Read or tell stories	90	5.1	5.3	5.2	4.8
E22. Teach children colors	91	4.9	4.4	3.8 -	4.7
E23. Teach children space and time concepts	92	5.9*	4.7	4.6	4.4
E24. Teach differences of size or shape of objects to children	93	5.6	4.7	4.5	4.5
E25. Teach children to classify objects	94	5.6	4.7	4.8	4.4
E26. Teach children to develop number concepts	95	5.8	5.0	4.6	4.6
E27. Teach children nursery rhymes	96	4.6	3.7 -	3.4 -	3.8 -
E28. Teach children to name objects	97	4.7	4.5	4.7	4.6
E29. Toilet train children	98	4.7	5.6	4.3	5.0

* indicates the highest 20% of ratings on each factor.
- indicates the lowest 20% of ratings on each factor.

1. That the job descriptions and task lists be studied and used to plan and develop training programs for day care center personnel.

2. That training programs for teaching staff develop along a continuum from entry level to high level teaching performance.

3. That teacher-administrators who comprise the largest group among administrative types be encouraged to continue to perform teaching tasks.

4. That the job descriptions from the task lists for child care administrators be used as a resource for planning and developing courses for pertinent personnel.

5. That the State Department of Public Welfare plan a practical and relevant course for dealing with licensing standards for day care directors and other related administrators, in harmony with the duties and responsibilities inherent in their particular positions.

6. That organizations representing child care directors and administrators, with the assistance of the Department of Public Welfare, the Early Childhood Development Division, the Texas Education Agency, and other groups study the duties and tasks of directors and other administrators before undertaking voluntary certification or accreditation of administrators.

7. That professional groups study the duties under evaluating children, their problems, and coordinating center, home, and agencies with a view towards dealing with economics and pertinency of training staff members on requisite tasks in order to determine which tasks require assistance by highly trained or professional personnel.

8. That community resources, at little or no cost to centers or parents, be included in developing programs, in early screening, identification, or referral of children with special problems.

9. That comparative studies be conducted to determine the effectiveness of instructional methods as well as to deal with more critical tasks.

10. That projects similar to the Texas Day Care Study be conducted on a regional basis as well as in other states to include the complete center staff and related personnel.

C. IMPLICATIONS

The experience and insights gained from conducting this study suggest the desirability and the plausibility of continuing the refinement of the inventory. In any research technique such as this one, a participant may perform certain tasks which were neither on the list of tasks in its present form nor added to it by the participant. In spite of the findings which indicate a similarity of time spent on a variety of tasks across job descriptions, the extent and quality of performance may well reflect differences in discrete program elements, as well as the overall philosophies of the particular centers.

The results of this study provide fresh evidence and insights for program development, staff training, career progression, and evaluation. The results are already being used by an interagency task force – the Texas Committee on Early Childhood Development Careers – under the leadership of the Texas Early Childhood Development Division, to develop a career progression for child care personnel. The Committee is also using the results as a resource to identify competencies and personal qualities needed for each position in the career structure, and to design a task-performance preparation framework with appropriate sequencing and learning experiences for various levels of job responsibility. This framework includes guidelines for assessment of learning, training, counseling, and ongoing evaluation.

This study also has methodological implications for similar and related research. In this area, if it only serves as a catalytic influence for stimulation of other related research, our mission would have been accomplished. That is, relative decisions about the tasks performed by day care personnel will have a solid scientific base.

E - TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT	GP0122	GP0101	GP0094	GP0036	GP0024	GP0001
E1. Build children's identity by using their first names or noting their clothing	1.31	1.81	.89	1.47	1.09	1.21
E2. Develop child's ability to listen	1.32	1.58	.73	1.03	1.69	1.02
E3. Encourage all children to try all foods	1.19	1.56	.79	1.74	1.74	1.07
E4. Explain safety rules to children	1.24	1.42	.80	1.40	1.17	1.06
E5. Guide activities that require children to answer questions or give explanations	1.17	.88	.69		.41	.83
E6. Guide activities to make books of their activities	.73		.44			.49
E7. Guide activities requiring children to ask questions	1.17	.95	.62			.79
E8. Guide activities requiring children to use rhymes, rhythms or songs	1.25	1.06	.64	.53	.89	.89
E9. Guide children's games	1.23	1.40	.65	.33	1.31	.88
E10. Guide children to talk about what they see and feel	1.30	1.48	.71	.39	.77	.96
E11. Guide children to do things for themselves	1.40	1.75	.81	1.36	2.24	1.12
E12. Guide children to expand language	1.23	1.05	.71	.50	.91	.90
E13. Guide children to provide accurate information	1.08	1.03	.71	.36		.79
E14. Guide children to put away toys and equipment	1.40	1.93	.80	1.63	2.60	1.12
E15. Guide children to take turns and share	1.41	2.07	.83	1.49	2.44	1.15
E16. Guide dramatic play activities	1.01		.58		.43	.68
E17. Guide manipulative play, such as puzzles and blocks	1.24	1.81	.59	.61	1.42	.92
E18. Guide nature of science activities	1.01		.50			.65
E19. Guide show and tell activities	.89		.42			.57
E20. Help children make things to play with	.97	.47	.47		.81	.65
E21. Read or tell stories	1.32	1.82	.64	.48	2.14	1.00
E22. Teach children colors	1.25	1.20	.57		1.32	.86
E23. Teach children space and time concepts	.96		.46			.60
E24. Teach differences of size or shape of objects to children	1.20	.81	.55		.92	.80
E25. Teach children to classify objects	1.1	.75	.53		.55	.74
E26. Teach children to develop number concepts	1.16	.63	.55			.75
E27. Teach children nursery rhymes	1.14	1.31	.55	.37	1.33	.83
E28. Teach children to name objects	1.26	1.26	.59		1.63	.89
E29. Toilet train children	.41	1.06		.51	1.13	.37

Each figure represents the average percent of time for all group members on each task.

F - MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT		Task Difficulty	Training Priority	Conseq. Experts	Conseq. Directors
F1. Decorate center for seasons, holidays or themes	29	3.9⁻	3.5⁻	2.7⁻	3.0⁻
F2. Direct children during fire drills	99	4.8	6.0*	6.4*	71*
F3. Direct free play activities	100	5.1	4.9	4.2	4.5
F4. Encourage children to express emotions	101	5.8	5.8	6.0*	5.2
F5. Encourage children to vent frustrations or hostilities without hurting others	102	6.1*	6.4*	6.4*	6.1*
F6. Help shy children to participate in group	103	5.8	6.1*	5.8	5.5
F7. Maintain discipline	104	6.0*	6.2*	5.2	6.2*
F8. Manage agressive children, such as pushers or kickers	105	6.1*	6.2*	5.6	5.9*
F9. Manage biters	106	6.1*	6.1*	5.7	5.8
F10. Manage "bossy" or domineering children	107	6.0*	5.9*	5.3	5.3
F11. Manage children who wet or soil their pants	108	5.4	5.6	4.7	4.4
F12. Manage crying children	109	5.6	5.8	5.1	4.9
F13. Manage temper tantrums	110	6.0*	6.1*	5.4	5.3
F14. Manage bathroom procedures	111	4.2	4.5	4.4	4.5
F15. Manage children in outdoor play for social development	112	5.1	5.3	5.2	5.0
F16. Manage children in outdoor play to develop large muscles	113	5.1	4.9	4.9	4.8
F17. Manage children in outdoor play to develop motor coordination	114	5.3	5.2	5.0	5.0
F18. Manage parties, field trips or other special activities	115	5.0	4.5	4.4	4.5
F19. Manage children in snack or meal activities	116	4.5	4.6	4.4	4.5
F20. Manage children in rest or sleep	117	4.0⁻	4.2	4.1	4.1
F21. Monitor homework of "after school children"	118	4.6	3.6⁻	3.5⁻	3.9⁻
F22. Monitor television viewing	119	3.8⁻	4.0⁻	3.7⁻	4.9
F23. Play with infants	120	4.7	6.4*	6.3*	5.9*
F24. Praise children for efforts	121	4.7	6.2*	6.5*	6.0*
F25. Settle arguments	122	5.3	5.3	4.9	4.9
F26. Arrange displays of children's work	123	4.1	4.4	4.4	4.4
F27. Arrange furniture or equipment	124	4.7	4.8	4.3	4.2
F28. Incorporate ethnic themes, traditions, greetings, holidays or foods in program	131	5.3	5.0	5.0	4.2
F29. Operate projectors	133	4.7	3.5⁻	2.7⁻	2.5⁻

* indicates the highest 20% of ratings on each factor.
- indicates the lowest 20% of ratings on each factor.

F - MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT	GP0064	GP0047	GP0034	GP0022	GP0018
F1. Decorate center for seasons, holidays or themes	.55		.47	.67	.87
F2. Direct children during fire drills	.57	.90	.61		.73
F3. Direct free play activities					
F4. Encourage children to express emotions	.47		.47		.36
F5. Encourage children to vent frustrations or hostilities without hurting others	.56		.56		.58
F6. Help shy children to participate in group					
F7. Maintain discipline	1.02				1.67
F8. Manage agressive children, such as pushers or kickers	.87				1.52
F9. Manage biters	.64				.62
F10. Manage "bossy" or domineering children	.54				.53
F11. Manage children who wet or soil their pants					
F12. Manage crying children	.59		.75		.60
F13. Manage temper tantrums	.64				
F14. Manage bathroom procedures					
F15. Manage children in outdoor play for social development					
F16. Manage children in outdoor play to develop large muscles					
F17. Manage children in outdoor play to develop motor coordination					
F18. Manage parties, field trips or other special activities	.64	.56			.58
F19. Manage children in snack or meal activities					
F20. Manage children in rest or sleep					.42
F21. Monitor homework of "after school children"					
F22. Monitor television viewing					.54
F23. Play with infants			1.22		.48
F24. Praise children for efforts	.92		1.28		2.06
F25. Settle arguments	.70		.77		1.33
F26. Arrange displays of children's work					
F27. Arrange furniture or equipment	.53	.56		.46	
F28. Incorporate ethnic themes, traditions, greetings, holidays or foods in program	.57			.63	
F29. Operate projectors					.41

Each figure represents the average percent of time for all group members on each task.

F - MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT	GP0122	GP0101	GP0094	GP0036	GP0024	GP0001
F1. Decorate center for seasons, holidays or themes	.87	.56	.76	.67	.93	.77
F2. Direct children during fire drills	.72	.55	.72	1.15		.67
F3. Direct free play activities	1.23	1.60	.67	.81	2.06	.94
F4. Encourage children to express emotions	1.20	1.12	.73	.74	1.28	.94
F5. Encourage children to vent frustrations or hostilities without hurting others	1.19	.95	.75	.65	1.34	.93
F6. Help shy children to participate in group	1.25	1.73	.81	1.45	1.85	1.03
F7. Maintain discipline	1.35	1.98	.89	1.53	2.11	1.23
F8. Manage agressive children, such as pushers or kickers	1.18	1.87	.86	1.32	1.97	1.11
F9. Manage biters	.97	1.78	.75	1.03	1.31	.91
F10. Manage "bossy" or domineering children	1.03	1.43	.74	1.01	1.08	.91
F11. Manage children who wet or soil their pants	.76	1.49	.51	1.15	2.43	.68
F12. Manage crying children	.96	1.65	.70	1.51	1.89	.91
F13. Manage temper tantrums	.92	1.63	.67	1.44	1.02	.83
F14. Manage bathroom procedures	1.09	1.66	.61	1.11	1.95	.86
F15. Manage children in outdoor play for social development	1.16	1.47	.60	.37	.83	.83
F16. Manage children in outdoor play to develop large muscles	1.11	.89	.55		.84	.75
F17. Manage children in outdoor play to develop motor coordination	1.14	.94	.56		.84	.77
F18. Manage parties, field trips or other special activities	.95	.52	.74	.75		.78
F19. Manage children in snack or meal activities	1.19	2.01	.67	1.32	2.69	.98
F20. Manage children in rest or sleep	1.08	1.78	.56	1.02	2.32	.87
F21. Monitor homework of "after school children"						
F22. Monitor television viewing	.39	.94		.48	.54	.39
F23. Play with infants		.73		1.11	.68	
F24. Praise children for efforts	1.34	2.07	.93	1.74	2.76	1.26
F25. Settle arguments	1.12	1.79	.80	1.28	2.31	1.02
F26. Arrange displays of children's work	1.14	.94	.62		.89	.83
F27. Arrange furniture or equipment	.92	1.07	.71	.59	.40	.78
F28. Incorporate ethnic themes, traditions, greetings, holidays or foods in program	.73		.68			.62
F29. Operate projectors	.37					

Each figure represents the average percent of time for all group members on each task.

G - PLANNING TEACHING ACTIVITIES		Task Difficulty	Training Priority	Conseq. Experts	Conseq. Directors
G1. Plan activities for teaching children to associate words with pictures	6	5.4	5.0	3.6 -	4.5
G2. Plan activities using children's interests	7	5.5	5.8	5.3	4.8
G3. Plan activities for teaching differences of size or shape of objects	8	5.1	4.9	3.8 -	4.5
G4. Plan art or craft activities	9	4.9	5.3	4.1	4.5
G5. Plan music, singing or rhythmic activities	15	5.4	5.2	4.2	4.3
G6. Plan science or nature activities	16	5.4	5.1	4.2	4.3
G7. Plan show and tell activities	17	4.3	4.0 -	2.9 -	3.6 -

H - DEALING WITH PUBLIC, OFFICIALS AND REGULATIONS REGULATIONS		Task Difficulty	Training Priority	Conseq. Experts	Conseq. Directors
H1. Conduct public relations program	27	5.8	4.3	3.9 -	3.9 -
H2. Deal with officers or board of directors of organization sponsoring center	28	6.0*	5.4	5.4	5.1
H3. Insure that licensing standards are met and maintained	33	6.2*	7.1*	6.7*	7.2*
H4. Schedule inspections by public officials	42	4.6	4.0 -	4.8	4.8
H5. Evaluate compliance with federal regulations	141	6.3*	5.7	5.7	5.7
H6. Evaluate compliance with local or state regulations	142	6.2*	6.2*	5.9*	6.0*

* indicates the highest 20% of ratings on each factor.
\- indicates the lowest 20% of ratings on each factor.

G - PLANNING TEACHING ACTIVITIES	GP0064	GP0047	GP0034	GP0022	GP0018
G1. Plan activities for teaching children to associate words with pictures			.55		
G2. Plan activities using children's interests			.71	.67	
G3. Plan activities for teaching differences of size or shape of objects			.55		
G4. Plan art or craft activities			.71		
G5. Plan music, singing or rhythmic activities					.39
G6. Plan science or nature activities				.44	
G7. Plan show and tell activities					

H - DEALING WITH PUBLIC, OFFICIALS AND REGULATIONS REGULATIONS	GP0064	GP0047	GP0034	GP0022	GP0018
H1. Conduct public relations program	.84			1.38	
H2. Deal with officers or board of directors of organization sponsoring center	.92	.58		2.23	
H3. Insure that licensing standards are met and maintained	1.97	3.28	.77	3.72	1.58
H4. Schedule inspections by public officials	.74		1.15	2.21	
H5. Evaluate compliance with federal regulations	1.11	1.38	1.30	2.34	
H6. Evaluate compliance with local or state regulations	1.60	2.83	1.30	2.15	

Each figure represents the average percent of time for all group members on each task.

G - PLANNING TEACHING ACTIVITIES	GP0122	GP0101	GP0094	GP0036	GP0024	GP0001
G1. Plan activities for teaching children to associate words with pictures	.99		.57		.68	.72
G2. Plan activities using children's interests	1.17	.87	.65	.75	.82	.91
G3. Plan activities for teaching differences of size or shape of objects	1.06		.57	.33		.74
G4. Plan art or craft activities	1.18	.72	.61		1.07	.84
G5. Plan music, singing or rhythmic activities	1.06	.69	.52	.52	.61	.75
G6. Plan science or nature activities	.89		.47			.60
G7. Plan show and tell activities	.74					.48

H - DEALING WITH PUBLIC, OFFICIALS AND REGULATIONS REGULATIONS	GP0122	GP0101	GP0094	GP0036	GP0024	GP0001
H1. Conduct public relations program			.46	.50		
H2. Deal with officers or board of directors of organization sponsoring center			.42			
H3. Insure that licensing standards are met and maintained			.94	1.08		.73
H4. Schedule inspections by public officials			.53	.39		
H5. Evaluate compliance with federal regulations			.65			.39
H6. Evaluate compliance with local or state regulations			.84			.51

Each figure represents the average percent of time for all group members on each task.

I - EVALUATING CHILDREN, THEIR PROBLEMS AND COORDINATING CENTER, HOME, AND AGENCIES		Task Difficulty	Training Priority	Conseq. Experts	Conseq. Directors
I1. Conduct daily health observations	138	4.6	5.5	6.0*	5.3
I2. Evaluate children's emotional development	140	6.7*	6.0*	6.0*	5.9*
I3. Evaluate physical, sensory or intellectual development	143	6.8*	5.8	5.9*	5.8
I4. Identify children with motor problems	145	6.5*	6.1*	6.1*	6.2*
I5. Identify children with vision, speech or hearing problems	146	6.6*	6.3*	6.4*	6.4*
I6. Identify symptoms of childhood diseases	147	5.7	6.1*	6.5*	6.2*
I7. Identify unusual behavior of children	148	6.2*	6.1*	6.0*	6.1*
I8. Keep a social development record on each child	149	5.9*	4.9	5.2	4.4
I9. Make daily notes of children's progress	150	5.5	4.5	4.7	3.7-
I10. Answer or make telephone calls	151	3.8-	3.4-	3.9-	4.1
I11. Assess children's needs in terms of parent's values	152	6.1*	5.0	5.2	4.7
I12. Assist families in filling out applications for aid	153	5.0	3.3-	4.6	4.3
I13. Assist families to improve their homes	154	6.1*	2.8-	3.9-	3.4-
I14. Conduct parenting workshops	155	6.6*	4.7	5.2	3.9-
I15. Discuss child rearing practices with parents	156	6.5*	5.3	5.6	4.5
I16. Explain center policies and rules to parents	157	5.5	5.8	5.5	5.7
I17. Get parents to share special skills or talents	158	5.5	4.7	4.7	3.9-
I18. Prepare reports on accidents	159	4.8	5.1	5.9*	5.6
I19. Prepare reports on suspected child abuse or neglect	160	5.7	6.2*	6.9*	6.9*
I20. Refer children with motor problems	161	5.9*	5.9*	6.1*	6.5*
I21. Refer children with vision, speech or hearing problems	162	5.9*	6.0*	6.3*	6.5*
I22. Refer parents to agencies for help with social, health or legal problems	163	5.7	5.5	6.1*	6.0*
I23. Report signs of illness or discomfort in children	164	4.8	6.0*	6.6*	6.6*
I24. Report unusual behavior of children	165	5.2	5.9*	6.1*	6.1*
I25. Secure good ideas from parents	166	5.1	4.9	4.9	5.0
I26. Visit children's homes	167	5.1	3.6-	4.7	3.4-

* indicates the highest 20% of ratings on each factor.
- indicates the lowest 20% of ratings on each factor.

I - EVALUATING CHILDREN, THEIR PROBLEMS AND COORDINATING CENTER, HOME, AND AGENCIES	GP0064	GP0047	GP0034	GP0022	GP0018
I1. Conduct daily health observations	.97	.84	.71		
I2. Evaluate children's emotional development	1.17	1.16	1.36	.51	
I3. Evaluate physical, sensory or intellectual development	1.01	.47	1.12	.77	
I4. Identify children with motor problems	.77		1.99		
I5. Identify children with vision, speech or hearing problems	.88	.74	1.99		
I6. Identify symptoms of childhood diseases	1.07		2.00		1.46
I7. Identify unusual behavior of children	1.00	.70	2.04		.50
I8. Keep a social development record on each child	.50		2.59		
I9. Make daily notes of children's progress			1.68		
I10. Answer or make telephone calls	1.95	4.30	2.28	2.76	4.72
I11. Assess children's needs in terms of parent's values	1.00	1.69	1.86		
I12. Assist families in filling out applications for aid	.48		2.09		.67
I13. Assist families to improve their homes			.54		
I14. Conduct parenting workshops	.50		.98	.45	
I15. Discuss child rearing practices with parents	1.01	1.61	1.55	.65	
I16. Explain center policies and rules to parents	1.70	2.51	2.64	2.11	3.41
I17. Get parents to share special skills or talents	.64		.81		.39
I18. Prepare reports on accidents	.76	.89	1.71	.59	1.08
I19. Prepare reports on suspected child abuse or neglect	.45		1.71		
I20. Refer children with motor problems	.71		1.19	.40	
I21. Refer children with vision, speech or hearing problems	.82		1.55		
I22. Refer parents to agencies for help with social, health or legal problems	.62		2.04	.69	
I23. Report signs of illness or discomfort in children	1.22	1.24	1.91	.63	2.88
I24. Report unusual behavior of children	1.05	.82	2.05	.45	.55
I25. Secure good ideas from parents	1.07	.77	1.19		
I26. Visit children's homes			1.50		

Each figure represents the average percent of time for all group members on each task.

I - EVALUATING CHILDREN, THEIR PROBLEMS AND COORDINATING CENTER, HOME, AND AGENCIES	GP0122	GP0101	GP0094	GP0036	GP0024	GP0001
I1. Conduct daily health observations	.60		.77	.86		.63
I2. Evaluate children's emotional development	.68		.79			.69
I3. Evaluate physical, sensory or intellectual development	.52		.70			.56
I4. Identify children with motor problems	.62		.71			.59
I5. Identify children with vision, speech or hearing problems	.67		.75	.50		.64
I6. Identify symptoms of childhood diseases	.63		.79	.38	.66	.70
I7. Identify unusual behavior of children	.78	.46	.80	.49	.58	.76
I8. Keep a social development record on each child	.42		.42			.39
I9. Make daily notes of children's progress	.42					
I10. Answer or make telephone calls	.44	.76	1.04	1.94	.78	.99
I11. Assess children's needs in terms of parent's values			.62			.42
I12. Assist families in filling out applications for aid						
I13. Assist families to improve their homes						
I14. Conduct parenting workshops						
I15. Discuss child rearing practices with parents			.58			.39
I16. Explain center policies and rules to parents	.40		.98	1.50		.82
I17. Get parents to share special skills or talents			.51			
I18. Prepare reports on accidents			.56	.49		.39
I19. Prepare reports on suspected child abuse or neglect						
I20. Refer children with motor problems			.51			
I21. Refer children with vision, speech or hearing problems			.59			.40
I22. Refer parents to agencies for help with social, health or legal problems			.46			
I23. Report signs of illness or discomfort in children	.77	.96	.84	1.51	1.05	.90
I24. Report unusual behavior of children	.71	.64	.74	.78		.73
I25. Secure good ideas from parents	.38		.65	.41		.50
I26. Visit children's homes						

Each figure represents the average percent of time for all group members on each task.

TEXAS DAY CARE STUDY

JOB DESCRIPTIONS
CAREER PROGRESSION
INDIVIDUAL TRAINING RECORD

The University of Texas at San Antonio

TEXAS DAY CARE STUDY

Job Descriptions
Career Progression
Individual Training Record

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TABLE OF CONTENTS

Project Staff i
Table of Contents ii
Preface 1
SECTION I – Job Descriptions for Teaching and Administrative Cluster Groups 2
Job Description for Teaching Cluster Group GP0101 3
Job Description for Teaching Cluster Group GP0036 4
Job Description for Teaching Cluster Group GP0024 5
Job Description for Teaching Cluster Group GP0122 6
Job Description for Teaching Cluster Group GP0094 7
Job Description for Administrative Cluster Group GP0034 8
Job Description for Administrative Cluster Group GP0022 9
Job Description for Administrative Cluster Group GP0018 10
Job Description for Administrative Cluster Group GP0047 11
Job Description for Administrative Cluster Group GP0064 12
SECTION II – Career Progression and Individual Training Records Worksheets 13
A. Development of Center Plans, Policies, and Procedures 14
B. Administration – Money, Supplies, Facilities, Equipment, Etc. 14
C. Supervising Center Staff 15
D. Providing for Health, Safety, and Comfort of Children 16
E. Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development 17
F. Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development 18
G. Planning Teaching Activities 19
H. Dealing with Public, Officials, and Regulations 19
I. Evaluating Children, Their Problems, and Coordinating Center, Home and Agencies 20
J. Performing Other Tasks as Required or Directed 21

PREFACE

This pamphlet has been developed and is being disseminated as a result of the extensive study conducted in day care centers throughout the state of Texas. Project staff members of the University of Texas at San Antonio conducted the study under Contract Number 62350191 with the Division of Occupational Research and Development of the Texas Education Agency. An analysis of job performance as revealed from responses to a survey from 684 day care center personnel across the state of Texas, together with other information, led to the development of ten job descriptions, a career progression, and an individual training record for day care personnel.

On behalf of the project staff, I wish to acknowledge appreciation for all the assistance we have received from those participating in this study. This included a large number of center directors, teaching staff, child development experts, trainers, project representatives, consultants, and individuals from the Texas Department of Public Welfare, the Early Childhood Development Division of the Texas Department of Community Affairs, the Texas Education Agency, and members of the Human Resources Laboratory of the United States Air Force.

Copies of the more complete final report were sent to licensing representatives and consultants of the Texas Department of Public Welfare and to community colleges. A limited number of copies of the final report are available at the Early Childhood Development Division of the Texas Department of Community Affairs, P.O. Box 13166, Austin, Texas 78711.

Assistance in developing and conducting training programs for the needs of personnel in local communities could be obtained from a number of sources, including local offices of the Department of Public Welfare, local colleges and universities, adult or continuing education programs of public and private schools, and local chapters or representatives of associations such as the Texas Association for the Education of Young Children, the Association for Childhood Education International, the Texas Licensed Child Care Association, the Alliance of Child Development Associations, and the National Association of Child Care Administrators.

I would like to emphasize that the materials in this pamphlet, including the ten job descriptions, may be used in any way you see fit. The ten job descriptions that we have developed for your use, for example, are suggestive and may be modified to fit individual needs.

Robert T. Alciatore, Ph.D.
Project Director
Texas Day Care Study

I. JOB DESCRIPTIONS

Five of the job descriptions have been categorized as teaching ones, while the other five are considered administrative ones. Each of the job descriptions as well as the career progression and individual training records have been defined in terms of the tasks performed under each of the nine duties:

Duty	No. of Tasks
A. Development of Center Plans, Policies, and Procedures	11
B. Administration – Money, Supplies, Facilities, Equipment, Etc.	14
C. Supervising Center Staff	14
D. Providing for Health, Safety, and Comfort of Children	26
E. Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development	29
F. Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development Development	29
G. Planning Teaching Activities	7
H. Dealing with Public, Officials, and Regulations	6
I. Evaluating Children, Their Problems, and Co-ordinating Center, Home, and Agencies	26
Total	162

Duties A through I are defined in terms of the number of tasks performed accounting for 90% of the work time of the job incumbents for any of our ten basic job descriptions. Thus, Duty J, Performing Other Tasks as Required or Directed, accounts for the remaining ten percent. We did not specifically indicate the tasks for this duty and left this open for day care directors and supervisors to specify as they wished.

Three teaching levels have been identified, with three job descriptions considered entry level positions, or level I. For the second level, or level II, a fully qualified teaching position is described. Level III portrays a teaching administrative position.

Teaching job descriptions for cluster groups GP0101, GP0036, and GP0024 are all considered entry level job descriptions and those that have a moderate amount of developmental activities. Personnel having these job descriptions are not expected to participate fully in the morning program of complete developmental or comprehensive day care programs. They would be expected to require more supervision and would participate more fully in afternoon programs or morning programs of centers that are not fully developmental.

The day care supervisor may wish to modify various job descriptions. We wish to emphasize that although these job descriptions have been developed on a scientific basis and probably account for a large portion of actual jobs performed in Texas day care, none the less, these job descriptions are tentative and suggestive. Any supervisor may feel free to use these job descriptions in any way they may wish, modifying them, deleting items, and adding tasks. For example, a supervisor may wish to specify tasks under Duty J, Performing Other Tasks as Required or Directed. Particular attention should be paid to the last paragraph of each job description dealing with Required Qualifications and Characteristics. One may wish to be more specific in terms of qualifications and characteristics and may wish to indicate specifically the amount and kind of supervision required, and even the specific supervisor responsible for work performance. Supervisors may wish to add additional pages or to reproduce this material. We again wish to emphasize that they should consider this material their own.

The job description for teaching cluster group GP0122 is a high level one which involves considerable developmental kinds of activities. It is suggested that those centers desiring to have a comprehensive program, make use of this job description for all teaching staff that are involved in the morning program, particularly those of a high level developmental center or school. This job description, which is considered a level II, or a fully qualified teaching position, is one that describes the job of just a little over 50% of personnel used in our total study. A total of 98 tasks accounted for 90% of the actual job incumbent's time.

The job description for teaching cluster group GP0094 is one of high level teaching, supervising and administration. While this job description actually describes the tasks performed by a large number of center directors, it could also be a job description for assistant directors, head teachers, or other supervisors. Conceivably, a center could operate effectively with this job description and one or more of the other four teaching job descriptions. We consider this administrative teaching position as a level III position. This position is the broadest in terms of the duties and tasks which it encompases. Whereas 69 to 99 tasks account for 90% of the member's time for other teaching cluster groups, this job encompasses 135 tasks with a significant amount of time devoted to each of the duties.

The five administrative cluster groups are described in terms of the activities involved.

The first of these to be described in Administrative cluster group GP0034. This job description has been designed as one of a social services specialist. This job includes a considerable number of activities involved in the duty of evaluating children, their problems, and coordinating center, home, and agencies. Job incumbents spend 43% of their time in that one duty. A total of 75 tasks account for 90% of the time for this group.

Administrative cluster group GP0022 seems to be one of a pure administrative nature. It appears to be a high level administrative job, probably most useful where there is a large center or even a group of centers. The main duties for this job evolve around supervising center staff; dealing with public, officials, and regulations; policy development; administration; and evaluating and coordinating. A very minimal amount of time of its members is involved in teaching or guiding, managing or directing, planning teaching activities, and providing for health, safety, and comfort of children. A total of 68 tasks account for 90% of the incumbent's time.

Administrative cluster group GP0018 describes an administrative position that is heavily concerned with administration, evaluating and coordinating, some supervision, little policy development, little teaching or guiding children, little dealing with public, but a moderate amount of managing or directing children. Incumbents spend considerable time in providing for health, safety, and comfort of children, and do not seem to have full responsibility for a center. Seventy-two tasks account for 90% of their time.

Administrative cluster group GP0047 is heavily involved in policy development, supervision, administration, evaluating and coordinating, and dealing with public. The number of tasks accounting for 90% of the incumbent's time is 63, which is the smallest number for any of the ten job cluster groups. It describes the job of a center director or other supervisor who does not deal with teaching, guiding, managing, or directing children.

Administrative cluster group GP0064 is a high level administrative position which appears to primarily describe a non-teaching center director. It is the most popular one for non-teaching center administrators. A total of 93 tasks account for 90% of their working time.

JOB DESCRIPTION FOR TEACHING CLUSTER GROUP GP0101

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (1.06%)

Plan children's birthday parties. Plan children's groupings for activities.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (.46%)

Collect fees.

DUTY C — SUPERVISING CENTER STAFF - (.00%)

None

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (17.48%)

Administer first aid. Administer prescribed medications. Clear tables. Set tables or serve food. Clean playing areas. Clean or maintain toys or indoor equipment. Clean toilets, lavatories, and bathroom areas. Dispose of trash or garbage. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire. Dress infants or young children. Empty or sanitize training chairs. Feed infants or young children. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare cildren to go home. Select television programs. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (31.09%)

Build children's identity by using their first names or noting their clothing. Develop child's ability to listen. Encourage all children to try all foods. Explain safety rules to children. Guide activities that require children to answer questions or give explanations. Guide activities requiring children to ask questions. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children's games. Guide children to talk about what they see and feel. Guide children to do things for themselves. Guide children to expand language. Guide children to provide accurate information. Guide children to put away toys and equipment. Guide children to take turns and share. Guide manipulative play, such as puzzles and blocks. Help children make things to play with. Read or tell stories. Teach children colors. Teach differences of size or shape of objects to children. Teach children to classify objects. Teach children to develop number concepts. Teach children nursery rhymes. Teach children to name objects. Toilet train children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR AND MUSCLE DEVELOPMENT - (35.15%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Direct free play activities. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Help shy children to participate in group. Maintain discipline. Manage aggressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage children who wet or soil their pants. Manage crying children. Manage temper tantrums. Manage bathroom procedures. Manage children in outdoor play for social development. Manage children in outdoor play to develop large muscles. Manage children in outdoor play to develop motor coordination. Manage parties, field trips, or other special activities. Manage children in snack or meal activities. Manage children in rest or sleep. Monitor television viewing. Play with infants. Praise children for efforts. Settle arguments. Arrange displays of children's work. Arrange furniture or equipment.

DUTY G — PLANNING TEACHING ACTIVITIES - (2.28%)

Plan activities using children's interests. Plan art or craft activities. Plan music, singing, or rhythmic activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (.00%)

None

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (2.82%)

Identify unusual behavior of children. Answer or make telephone calls. Report signs of illness or discomfort in children. Report unusual behavior of children.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0101 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. To meet the entry level requirements, the incumbent should be able to perform at least 50% of the tasks of this job description. After six months on the job, an incumbent should have the knowledge and skill to adequately perform at least 90% of the tasks indicated above, of the following main duties:

DUTY D, Providing for Health, Safety, and Comfort of Children;
DUTY E, Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development;
DUTY F, Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development;
DUTY G, Planning Teaching Activities;
DUTY I, Evaluating Children, Their Problems, and Coordinating Center, Home, and Agencies; and
DUTY J, Performing Other Tasks as Required or Directed.

JOB DESCRIPTION FOR TEACHING CLUSTER GROUP GP0036

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (2.03%)

Develop rules to insure health and safety of children. Plan children's birthday parties. Plan field trips or holiday celebrations. Plan menus.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (9.57%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Inventory food or supplies. Keep records of money taken in or expended. Keep employee time records. Make staff payrolls. Open center in morning. Purchase or order food or supplies.

DUTY C — SUPERVISING CENTER STAFF - (3.94%)

Carry out personnel policies. Maintain staff personnel records. Schedule daily activities. Schedule staff work. Supervise volunteers or student workers.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (23.32%)

Administer first aid. Administer prescribed medications. Clear tables. Conduct fire drills. Set tables or serve food. Clean playing areas. Clean and maintain kitchen equipment. Clean kitchen or dining area. Clean or maintain toys or indoor equipment. Clean toilets, lavatories, and bathroom areas. Make repairs on equipment, toys, or furniture. Regulate heating, cooling, or ventilation. Regulate lighting. Remove hazardous objects from children's reach or presence. Bathe infants or children. Carry out emergency measures in case of illnesses, accident, or fire. Dress infants or young children. Empty or sanitize training chairs. Feed infants or young children. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Review and make use of individual health records. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (14.20)

Build children's identity by using their first names or noting their clothing. Develop child's ability to listen. Encourage all children to try all foods. Explain safety rules to children. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children's games. Guide children to talk about what they see and feel. Guide children to do things for themselves. Guide children to expand language. Guide children to provide accurate information. Guide children to put away toys and equipment. Guide children to take turns and share. Guide manipulative play, such as puzzles and blocks. Read or tell stories. Teach children nursery rhymes. Toilet train children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR AND MUSCLE DEVELOPMENT - (24.23%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Direct free play activities. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Help shy children to participate in group. Maintain discipline. Manage aggressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage children who wet or soil their pants. Manage crying children. Manage temper tantrums. Manage bathroom procedures. Manage children in outdoor play for social development. Manage parties, field trips, or other special activities. Manage children in rest or sleep. Monitor television viewing. Play with infants. Praise children for efforts. Settle arguments. Arrange furniture or equipment.

DUTY G — PLANNING TEACHING ACTIVITIES - (1.60%)

Plan activities using children's interests. Plan activities for teaching differences of size or shape of objects. Plan music, singing, or rhythmic activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (1.97%)

Conduct public relations programs. Insure that licensing standards are met and maintained. Schedule inspections by public officials.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME AND AGENCIES - (8.86%)

Conduct daily health observations. Identify children with vision, speech, or hearing problems. Identify symptoms of childhood diseases. Identify unusual behavior of children. Answer or make telephone calls. Explain center policies and rules to parents. Prepare reports on accidents. Report signs of illness of discomfort in children. Report unusual behavior of children. Secure good ideas from parents.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0036 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. To meet the entry level requirements the incumbent should be able to perform at least 50% of the tasks of this job description. After six months on the job, an incumbent should have the knowledge and skill to adequately perform at least 90% of the tasks indicated above, of the following main duties:

DUTY A, Development of Center Plans, Policies, and Procedures;
DUTY B, Administration – Money, Supplies, Facilities, Equipment, Etc.;
DUTY C, Supervising Center Staff;
DUTY D, Providing for Health, Safety, and Comfort of Children;
DUTY E, Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development;
DUTY F, Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development;
DUTY G, Planning Teaching Activities;
DUTY H, Dealing with Public, Officials, and Regulations;
DUTY I, Evaluating Children, Their Problems, and Coordinating Center, Home, and Agencies; and
DUTY J, Performing Other Tasks as Required or Directed.

JOB DESCRIPTIONS FOR TEACHING CLUSTER GROUP GP0024

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (.00%)

None

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (.41%)

Open center in morning.

DUTY C — SUPERVISING CENTER STAFF - (.00%)

None

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (18.45%)

Administer prescribed medications. Clear tables. Set tables or serve food. Clean playing areas. Clean or maintain toys or indoor equipment. Clean toilets, lavatories, and bathroom areas. Remove hazardous objects from children's reach or presence. Bathe infants or children. Dress infants or young children. Feed infants or young children. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (28.94)

Build children's identity by using their first names or noting their clothing. Develop child's ability to listen. Encourage all children to try all foods. Explain safety rules to children. Guide activities that require children to answer questions or give explanations. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children's games. Guide children to talk about what they see and feel. Guide children to do things for themselves. Guide children to expand language. Guide children to pt away toys and equipment. Guide children to take turns and share. Guide dramatic play activities. Guide manipulative play, such as puzzles and blocks. Help children make things to play with. Read or tell stories. Teach children colors. Teach differences of size or shape of objects to children. Teach children to classify objects. Teach children nursery rhymes. Teach children to name objects. Toilet train children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR AND MUSCLE DEVELOPMENT - (36.32%)

Decorate center for seasons, holidays, or themes. Direct free play activities. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Help shy children to participate in group. Maintain discipline. Manage aggressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage children who wet or soil their pants. Manage crying children. Manage temper tantrums. Manage bathroom procedures. Manage children in outdoor play for social development. Manage children in outdoor play to develop large muscles. Manage children in outdoor play to develop motor coordination. Manage children in snack or meal activities. Manage children in rest or sleep. Monitor television viewing. Play with infants. Praise children for efforts. Settle arguments. Arrange displays of children's work. Arrange furniture or equipment.

DUTY G — PLANNING TEACHING ACTIVITIES - (3.18%)

Plan activities for teaching children to associate words with pictures. Plan activities using children's interests. Plan art or craft activities. Plan music, singing or rhythmic activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (.00%)

None

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (3.07%)

Identify symptoms of childhood diseases. Identify unusual behavior of children. Answer or make telephone calls. Report signs of illness or discomfort in children.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0024 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. To meet the entry level requirements, the incumbent should be able to perform at least 50% of the tasks of this job description. After six months on the job, an incumbent should have the knowledge and skill to adequately perform at least 90% of the tasks indicated above, of the following main duties:

DUTY D, Providing for Health, Safety, and Comfort of Children;
DUTY E, Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development;
DUTY F, Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development;
DUTY G, Planning Teaching Activities;
DUTY I, Evaluating Children, Their Problems, and Coordinating Center, Home and Agencies; and
DUTY J, Performing Other Tasks as Required or Directed.

JOB DESCRIPTION FOR TEACHING CLUSTER GROUP GP0122

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (3.01%)

Develop rules to insure health and safety of children. Plan children's birthday parties. Plan children's groupings for activities. Plan field trips or holiday celebrations. Plan weekly or monthly center programs.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (.00%)

None

DUTY C — SUPERVISING CENTER STAFF - (.58%)

Schedule daily activities.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (10.19%)

Administer first aid. Administer prescribed medications. Clear tables. Set tables or serve food. Clean playing areas. Clean or maintain toys or indoor equipment. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire. Dress infants or young children. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Select television programs. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (33.38%)

Build children's identity by using their first names or noting their clothing. Develop child's ability to listen. Encourage all children to try all foods. Explain safety rules to children. Guide activities that require children to answer questions or give explanations. Guide children to make books of their activities. Guide activities requiring children to ask questions. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children's games. Guide children to talk about what they see and feel. Guide children to do things for themselves. Guide children to expland language. Guide children to provide accurate information. Guide children to put away toys and equipment. Guide children to take turns and share. Guide dramatic play activities. Guide manipulative play, such as puzzles and blocks. Guide nature or science activities. Guide show and tell activities. Help children make things to play with. Read or tell stories. Teach children colors. Teach children space and time concepts. Teach differences in size or shape of objects to children. Teach children to classify objects. Teach children to develop number concepts. Teach children nursery rhymes. Teach children to name objects. Toilet train children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (27.36%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Direct free play activities. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Help shy children to participate in group. Maintain discipline. Manage agressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage children who wet or soil their pants. Manage crying children. Manage temper tantrums. Manage bathroom procedures. Manage children in outdoor play for social development. Manage children in outdoor play to develop large muscles. Manage children in outdoor play to develop motor coordination. Manage parties, field trips, or other special activities. Manage children in snack or meal activities. Manage children in rest or sleep. Monitor television viewing. Praise children for efforts. Settle arguments. Arrange displays of children's work. Arrange furniture or equipment. Incorporate ethnic themes, traditions, greetings, holidays, or foods in program. Operate projectors.

DUTY G — PLANNING TEACHING ACTIVITIES - (7.09%)

Plan activities for teaching children to associate words with pictures. Plan activities using children's interests. Plan activities for teaching differences of size or shape of objects. Plan art or craft activities. Plan music, singing, or rhythmic activities. Plan science or nature activities. Plan show and tell activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (.00%)

None

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (8.04%)

Conduct daily health observations. Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Identify children with motor problems. Identify children with vision, speech, or hearing problems. Identify symptoms of childhood diseases. Identify unusual behavior of children. Keep a social development record on each child. Make daily notes of children's progress. Answer or make telephone calls. Explain center policies and rules to parents. Report signs of illness or discomfort in children. Report unusual behavior of children. Secure good ideas from parents.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0122 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. To meet the entry level requirements for this job, the incumbent should be able to perform all of the tasks enumerated in one of the three of the teaching cluster groups: GP0024, GP0036, or GP0101. A fully qualified incumbent should have the knowledge and skill to adequately perform all of the tasks indicated above in the main duties:

DUTY D, Providing for Health, Safety, and Comfort of Children;
DUTY E, Teaching or Guiding Children Relating to Self-Concept, Sensory, Language, and Cognitive Development;
DUTY F, Managing or Directing Children in Social-Emotional, Psychomotor, and Muscle Development;
DUTY G, Planning Teaching Activities;
DUTY I, Evaluating Children, Their Problems, and Coordinating Center, Home, and Agencies; and
DUTY J, Performing Other Tasks as Required or Directed.

JOB DESCRIPTION FOR TEACHING CLUSTER GROUP GP0094

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (5.98%)

Develop center policies. Develop plans or procedures for emergency situations. Develop rules to insure health and safety of children. Plan budgets. Plan center open house or parent workshops. Plan children's birthday parties. Plan children's groupings for activities. Plan field trips or holiday celebrations. Plan menus. Plan weekly or monthly center programs.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (8.87%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Inventory food or supplies. Inventory equipment or toys. Keep records of money taken in or expended. Keep employee time records. Make staff payrolls. Open center in morning. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (9.21%)

Carry out personnel policies. Conduct staff meetings. Hire or dismiss employees. Maintain staff personnel records. Schedule building maintenance. Schedule daily activities. Schedule staff vacations. Schedule staff work. Supervise in-service training. Supervise volunteers or student workers. Visit classrooms to guide teaching staff. Determine qualifications or potential staff members. Evaluate staff and determine training requirements.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (9.89%)

Administer first aid. Administer prescribed medications. Conduct fire drills. Set tables or serve food. Clean playing areas. Clean or maintain toys or indoor equipment. Regulate heating, cooling, or ventilation. Regulate lighting. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident or fire. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Select television programs. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (17.82%)

Build children's identity by using their first names or noting their clothing. Develop child's ability to listen. Encourage all children to try all foods. Explain safety rules to children. Guide activities that require children to answer questions or give explanations. Guide children to make books of their activities. Guide activities requiring children to ask questions. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children's games. Guide children to talk about what they see and feel. Guide children to do things for themselves. Guide children to expand language. Guide children to provide accurate information. Guide children to put away toys and equipment. Guide children to take turns and share. Guide dramatic play activities. Guide manipulative play, such as puzzles and blocks. Guide nature or science activities. Guide show and tell activities. Help children make things to play with. Read or tell stories. Teach children colors. Teach children space and time concepts. Teach differences of size or shape of objects to children. Teach children to classify objects. Teach children to develop number concepts. Teach children nursery rhymes. Teach children to name objects.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR AND MUSCLE DEVELOPMENT - (17.59%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Direct free play activities. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Help shy children to participate in group. Maintain discipline. Manage agressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage children who wet or soil their pants. Manage crying children. Manage temper tantrums. Manage bathroom procedures. Manage children in outdoor play for social development. Manage children in outdoor play to develop large muscles. Manage children in outdoor play to develop motor coordination. Manage parties, field trips, or other special activities. Manage children in snack or meal activities. Manage children in rest or sleep. Praise children for efforts. Settle arguments. Arrange displays of children's work. Arrange furniture or equipment. Incorporate ethnic themes, traditions, greetings, holidays, or foods in program.

DUTY G — PLANNING TEACHING ACTIVITIES - (3.39%)

Plan activities for teaching children to associate words with pictures. Plan activities using children's interests. Plan activities for teaching differences of size or shape of objects. Plan art or craft activities. Plan music, singing, or rhythmic activities. Plan science or nature activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (3.84%)

Conduct public relations programs. Deal with officers or board of directors of organization sponsoring center. Insure that licensing standards are met and maintained. Schedule inspections by public officials. Evaluate compliance with federal regulations. Evaluate compliance with local or state regulations.

DUTY I — EVALUATE CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (13.81%)

Conduct daily health observations. Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Identify children with motor problems. Identify children with vision, speech or hearing problems. Identify symptoms of childhood diseases. Identify unusual behavior of children. Keep a social development record on each child. Answer or make telephone calls. Assess children's needs in terms of parent's values. Discuss child rearing practices with parents. Explain center policies and rules to parents. Get parents to share special skills or talents. Prepare reports on accidents. Refer children with motor problems. Refer children with vision, speech, or hearing problems. Refer parents to agencies for help with social, health, or legal problems. Report signs of illness or discomfort in children. Report unusual behavior of children. Secure good ideas from parents.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0094 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. To meet the entry requirements, the incumbent should be able to perform all of the tasks enumerated in teaching cluster group GP0122. A fully qualified incumbent would be considered a teaching administrator, and should have the knowledge and skill to adequately perform all of the tasks in all of the duties described above. In addition to duties of the fully qualified teaching position, the incumbent must have knowledge and skill for policy, development, administration, supervision, dealing with public, and evaluation of children and coordinating center, home, etc.

JOB DESCRIPTIONS FOR ADMINISTRATIVE CLUSTER GROUP GP0034

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (2.89%)

Develop rules to insure health and safety of children. Plan center open house or parent workshops. Plan field trips or holiday celebrations.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (9.46%)

Close center at night. Collect fees. Distribute pay checks. Inventory equipment or toys. Keep reords of money taken in or expended. Keep employee time records. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (7.26%)

Carry out personnel policies. Maintain staff personnel records. Schedule daily activities. Schedule swimming instructions. Supervise in-service training. Determine qualifications of potential staff members. Evaluate staff and determine training requirements.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (11.59%)

Administer first aid. Administer prescribed medications. Dispose of trash or garbage. Regulate heating, cooling, or ventilation. Regulate lighting. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Review and make use of individual health records. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (2.67%)

Build children's identity by using their first names or noting their clothing. Encourage all children to try all foods. Explain safety rules to children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (6.13%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Manage crying children. Play with infants. Praise children for efforts. Settle arguments.

DUTY G — PLANNING TEACHING ACTIVITIES - (2.52%)

Plan activities for teaching children to associate words with pictures. Plan activities using children's interests. Plan activities for teaching differences of size or shape of objects. Plan art or craft activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (4.52%)

Insure that licensing standrds are met and maintained. Schedule inspections by public officials. Evaluate compliance with federal regulations. Evaluate compliance with local or state regulations.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (43.08%)

Conduct daily health observations. Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Identify children with motor problems. Identify children with vision, speech, or hearing problems. Identify symptoms of childhood diseases. Identify unusual behavior of children. Keep a social development record on each child. Make daily notes of chidren's progress. Answer or make telephone calls. Assess children's needs in terms of parent's values. Assist families in filling out applications for aid. Assist families to improve their homes. Conduct parenting workshops. Discuss child rearing practices with parents. Get parents to share special skills or talents. Prepare reports on accidents. Prepare reports on suspected child abuse or neglect. Refer children with motor problems. Refer children with vision, speech, or hearing problems. Refer parents to agencies for help with social, health, or legal problems. Report signs of illness or discomfort in children. Report unusual behavior of children. Secure good ideas from parents. Visit children's homes.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0034 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks requisite of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. A fully qualified incumbent would be considered a social services specialist. The main emphasis of the incumbent's knowledge and skill is in performance of tasks under Duty I, evaluating children, their problems, and coordinating center, home, and agencies. The incumbent is also involved in the other duties, most noteably those of administration, supervision, children's health, safety and comfort, and managing or directing children.

JOB DESCRIPTIONS FOR ADMINISTRATIVE CLUSTER GROUP GP0022

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (17.0%)

Develop center advertising or public relations programs. Develop center policies. Develop plans or procedures for emergency situations. Develop rules to insure health and safety of children. Plan budgets. Plan center open house or parent workshops. Plan children's groupings for activities. Plan field trips or holiday celebrations. Plan menus. Plan weekly or monthly center programs.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (14.24%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Fill out forms for payment of fees by government. Inventory food or supplies. Inventory equipment or toys. Keep records of money taken in or expended. Keep employee time records. Make staff payrolls. Open center in morning. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (24.67%)

Carry out personnel policies. Conduct staff meetings. Hire or dismiss employees. Maintain staff personnel records. Schedule building maintenance. Schedule daily activities. Schedule staff vacations. Schedule staff work. Supervise in-service training. Supervise volunteers or student workers. Visit classrooms to guide teaching staff. Determine qualifications of potential staff members. Evaluate staff and determine training requirements.

DUTY E — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (5.77%)

Administer first aid. Conduct fire drills. Clean or maintain toys or indoor equipment. Make repairs on equipment, toys, or furniture. Regulate heating, cooling, or ventilation. Regulate lighting. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (1.16%)

Build children's identity by using their first names or noting their clothing. Explain safety rules to children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (1.76%)

Decorate center for seasons, holidays, or themes. Arrange furniture or equipment. Incorporate ethnic themes, traditions, greetings, holidays, or foods in programs.

DUTY G — PLANNING TEACHING ACTIVITIES - (1.11%)

Plan activities using children's interests. Plan science or nature activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (14.03%)

Conduct public relations programs. Deal with officers or board of directors of organization sponsoring center. Insure that licensing standards are met and maintained. Schedule inspections by public officials. Evaluate compliance with federal regulations. Evaluate compliance with local or state regulations.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (10.01%)

Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Answer or make telephone calls. Conduct parenting workshops. Discuss child rearing practices with parents. Explain center policies and rules to parents. Prepare reports on accidents. Refer children with motor problems. Refer parents to agencies for help with social, health, or legal problems. Report signs of illness or discomfort in children. Report unusual behavior of children.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0022 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks requisite of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. This job description is a relatively pure administrative one, involving a fair amount of nearly all types of duties with the exception of those directly related to teaching or guiding children, managing or directing children, and planning teaching activities, for which the incumbent performs few tasks.

JOB DESCRIPTIONS FOR ADMINISTRATIVE CLUSTER GROUP GP0018

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (3.40%)

Plan center open house or parent workshops. Plan field trips or holiday celebrations. Plan menus.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (17.91%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Fill out forms for payment of fees by government. Inventory food or supplies. Inventory equipment or toys. Keep records of money taken in or expended. Keep employee time records. Open center in morning. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (9.58%)

Carry out personnel policies. Hire or dismiss employees. Maintain staff personnel records. Schedule staff vacations. Schedule staff work. Supervise volunteers or student workers. Visit classrooms to guide teaching staff. Determine qualifications of potential staff members. Evaluate staff and determine training requirements.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (21.60%)

Administer first aid. Administer prescribed medications. Clear tables. Conduct fire drills. Regulate heating, cooling, or ventilation. Regulate lighting. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire. Hold or touch children to provide comfort to them. Introduce new child to center, staff, and children. Prepare children to go home. Review and make use of individual health records. Select television programs. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (6.62%)

Build children's identity by using their first names or noting their clothing. Encourage all children to try all foods. Explain safety rules to children. Guide activities that require children to answer questions or give explanations. Guide activities requiring children to use rhymes, rhythms, or songs. Guide children to talk about what they see and feel. Guide children to take turns and share.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (13.30%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Maintain discipline. Manage aggressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage crying children. Manage parties, field trips, or other special activities. Manage children in rest or sleep. Monitor television viewing. Play with infants. Praise children for efforts. Settle arguments. Operate projectors.

DUTY G — PLANNING TEACHING ACTIVITIES - (.39%)

Plan music, singing or rhythmic activities.

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (1.58%)

Insure that licensing standards are met and maintained.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (15.66%)

Identify symptoms of childhood diseases. Identify unusual behavior of children. Answer or make telephone calls. Assist families in filling out applications for aid. Explain center policies and rules to parents. Get parents to share special skills or talents. Prepare reports on accidents. Report signs of illness or discomfort in children. Report unusual behavior of children.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0018 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks requisite of this position description. Must present evidence of good physical and mental conditions as required by state regulations and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. The tasks are concentrated more in the duties of administration, providing for health, safety, and comfort of children, managing or directing children, and evaluating children, their problems, and coordinating center, home, and agencies. Some time is involved in supervising center staff, and teaching or guiding children, with relatively little time to tasks or other duties.

JOB DESCRIPTIONS FOR ADMINISTRATIVE CLUSTER GROUP GP0047

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (9.12%)

Develop center advertising or public relations programs. Develop center policies. Develop plans or procedures for emergency situations. Develop rules to insure health and safety of children. Plan budgets. Plan center open house or parent workshops. Plan children's groupings for activities. Plan field trips or holiday celebrations. Plan menus.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (23.84%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Drive children to or from center. Inventory food or supplies. Inventory equipment or toys. Keep records of money taken in or expended. Keep employee time records. Make staff payrolls. Open center in morning. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (21.74%)

Carry out personnel policie. Conduct staff meetings. Hire or dismiss employees. Maintain staff personnel records. Schedule building maintenance. Schedule staff vacations. Schedule staff work. Supervise in-service training. Supervise volunteers or student workers. Visit classrooms to guide teaching staff. Determine qualifications of potential staff members. Evaluate staff and determine training requirements.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (6.80%)

Administer first aid. Administer prescribed medications. Conduct fire drills. Make repairs on equipment, toys, or furniture. Regulate heating, cooling, or ventilation. Remove hazardous objects from children's reach or presence. Introduce new child to center, staff, and children. Review and make use of individual health records.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (1.10%)

Build children's identity by using their first names or noting their clothing.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (2.02%)

Direct children during fire drills. Manage parties, field trips, or other special activities. Arrange furniture or equipment.

DUTY G — PLANNING TEACHING ACTIVITIES - (.00%)

None

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (8.07%)

Deal with officers or board of directors of organization sponsoring center. Insure that licensing standards are et and maintained. Evaluate compliance with federal regulations. Evaluate compliance with local or state regulations.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES - (17.74%)

Conduct daily health observations. Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Identify children with vision, speech, or hearing problems. Identify unusual behavior of children. Answer or make telephone calls. Assess children's needs in terms of parent's values. Discuss child rearing practices with parents. Explain center policies and rules to parents. Prepare reports on accidents. Report signs of illness or discomfort in children. Report unusual behavior of children. Secure good ideas from parents.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0047 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition, as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. The tasks are concentrated in administration, supervision, evaluating and coordinating. Incumbent also spends a considerable portion of time in policy development and dealing with public, officials, and regulations.

JOB DESCRIPTION FOR ADMINISTRATIVE CLUSTER GROUP GP0064

DUTY A — DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES - (10.00%)

Develop center advertising or public relations programs. Develop center policies. Develop plans or procedures for emergency situations. Develop rules to insure health and safety of children. Plan budgets. Plan center open house or parent workshops. Plan children's groupings for activities. Plan field trips or holiday celebrations. Plan menus. Plan weekly or monthly center programs.

DUTY B — ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC. - (13.13%)

Arrange for transportation of children. Close center at night. Collect fees. Distribute pay checks. Fill out forms for payment of fees by government. Inventory food or supplies. Inventory equipment or toys. Keep records of money taken in or expended. Keep employee time records. Make staff payrolls. Open center in morning. Purchase or order food or supplies. Purchase or order equipment or toys.

DUTY C — SUPERVISING CENTER STAFF - (17.24%)

Carry out personnel policies. Conduct staff meetings. Hire or dismiss employees. Maintain staff personnel records. Schedule building maintenance. Schedule daily activities. Schedule staff vacations. Schedule staff work. Supervise in-service training. Supervise volunteers or student workers. Visit classrooms to guide teaching staff. Determine qualifications of potential staff members. Evaluate staff and determine training requirements.

DUTY D — PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN - (9.36%)

Administer first aid. Administer prescribed medications. Conduct fire drills. Regulate heting, cooling, or ventilation. Remove hazardous objects from children's reach or presence. Carry out emergency measures in case of illnesses, accident, or fire. Hold or touch children to provide comfort to them. Introduce new child to center, staff and children. Review and make use of individual health records. Tie children's shoes.

DUTY E — TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT - (2.09%)

Build children's identity by using their first names or noting their clothing. Encourage all children to try all foods. Explain safety rules to children.

DUTY F — MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT - (9.81%)

Decorate center for seasons, holidays, or themes. Direct children during fire drills. Encourage children to express emotions. Encourage children to vent frustrations or hostilities without hurting others. Maintain discipline. manage aggressive children, such as pushers or kickers. Manage biters. Manage "bossy" or domineering children. Manage crying children. Manage temper tantrums. Manage parties, field trips, or other special activities. Praise children for efforts. Settle arguments. Arrange furniture or equipment. Incorporate ethnic themes, traditions, greetings, holidays, or foods in program.

DUTY G — PLANNING TEACHING ACTIVITIES - (.00%)

None

DUTY H — DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS - (7.18%)

Conduct public relations programs. Deal with officers or board of directors of organization sponsoring center. Insure that licensing standards are met and maintained. Schedule inspections by public officials. Evaluate compliance with federal regulations. Evaluate compliance with local or state regulations.

DUTY I — EVALUATING CHILDREN, THEIR PROBLEMS AND COORDINATING CENTER, HOME, AND AGENCIES - (21.35%)

Conduct daily health observations. Evaluate children's emotional development. Evaluate physical, sensory, or intellectual development. Identify children with motor problems. Identify children with vision, speech, or hearing problems. Identify symptoms of childhood diseases. Identify unusual behavior of children. Keep a social development record on each child. Answer or make telephone calls. Assess children's needs in terms of parent's values. Assist families in filling out applications for aid. Conduct parenting workshops. Discuss child rearing practices with parents. Explain center policies and rules to parents. Get parents to share special skills or talents. Prepare reports on accidents. Prepare reports on suspected child abuse or neglect. Refer children with motor problems. Refer children with vision, speech, or hearing problems. Refer parents to agencies for help with social, health, or legal problems. Report signs of illness or discomfort in children. Report unusual behavior of children. Secure good ideas from parents.

DUTY J — PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED - (approximately 10%)

GP0064 REQUIRED QUALIFICATIONS AND CHARACTERISTICS

Must have the education, knowledge, skill, and aptitude to work with young children and perform the tasks required of this position description. Must present evidence of good physical and mental condition as required by state regulations, and be of good moral character. A fully qualified person must be able to perform all of the duties enumerated above. The tasks are concentrated in evaluating and coordinating activities, supervising, administration, policy development, and dealing with public, officials, and regulations. It is the most prominent non-teaching administrative job, primarily describing the job of a center director.

II. CAREER PROGRESSION AND INDIVIDUAL TRAINING RECORDS

The nine (9) duties together with the tasks performed, as described in the preceding section, are furnished in work sheet format which can be used by directors, supervisors, or individuals in the development of the career progression process. Those primary tasks within each of the teaching cluster groups have been identified by the figure "#". An additional column has been provided for indicating tasks for any other job cluster group. Space has been provided within each box to enable the participant to indicate accomplishment and/or date.

Worksheet "J" has been provided for the addition of such tasks, that may be required by a specific center, which are not covered in any of the foregoing duties.

It is intended that these worksheets be reproduced as needed and be utilized as an individual training record.

A - DEVELOPMENT OF CENTER PLANS, POLICIES, AND PROCEDURES	0101 I	0024 I	0036 I	0122 II	0094 III	
A1. Develop center advertising or public relations program						
A2. Develop center policies					#	
A3. Develop plans or procedures for emergency situations					#	
A4. Develop rules to insure health and safety of children			#	#	#	
A5. Plan budgets					#	
A6. Plan center open house or parent workshops					#	
A7. Plan children's birthday parties	#		#	#	#	
A8. Plan children's groupings for activities	#			#	#	
A9. Plan field trips or holiday celebrations			#	#	#	
A10. Plan menus			#		#	
A11. Plan weekly or monthly center programs				#	#	
B - ADMINISTRATION - MONEY, SUPPLIES, FACILITIES, EQUIPMENT, ETC.	0101 I	0024 I	0036 I	0122 II	0094 III	
B1. Arrange for transportation of children		#	#		#	
B2. Close center at night		#	#		#	
B3. Collect fees	#		#		#	
B4. Distribute pay checks			#		#	
B5. Drive children to or from center						
B6. Fill out forms for payment of fees by government						
B7. Inventory food or supplies			#		#	
B8. Inventory equipment or toys					#	
B9. Keep records of money taken in or expended			#		#	
B10. Keep employee time records			#		#	
B11. Make staff payrolls			#		#	
B12. Open center in morning			#		#	
B13. Purchase or order food or supplies			#		#	
B14. Purchase or order equipment or toys					#	

C - SUPERVISING CENTER STAFF	0101 I	0024 I	0036 I	0122 II	0094 III	
C1. Carry out personnel policies			#		#	
C2. Conduct staff meetings					#	
C3. Hire or dismiss employees					#	
C4. Maintain staff personnel records			#		#	
C5. Schedule building maintenance					#	
C6. Schedule daily activities			#	#	#	
C7. Schedule staff vacations					#	
C8. Schedule staff work			#		#	
C9. Schedule swimming instructions						
C10. Supervise in-service training					#	
C11. Supervise volunteers or student workers			#		#	
C12. Visit classrooms to guide teaching staff					#	
C13. Determine qualifications of potential staff members					#	
C14. Evaluate staff and determine training requirements					#	

D - PROVIDING FOR HEALTH, SAFETY, AND COMFORT OF CHILDREN	0101 I	0024 I	0036 I	0122 II	0094 III	
D1. Administer first aid	#		#	#	#	
D2. Administer prescribed medications	#	#	#	#	#	
D3. Clear tables	#	#	#	#		
D4. Conduct fire drills			#		#	
D5. Set tables or serve food	#	#	#	#	#	
D6. Clean playing areas	#	#	#	#	#	
D7. Clean and maintain kitchen equipment			#			
D8. Clean kitchen or dining area			#			
D9. Clean or maintain toys or indoor equipment	#	#	#	#	#	
D10. Clean toliets, lavatories, and bathroom areas	#	#	#			
D11. Dispose of trash or garbage	#					
D12. Make repairs on equipment, toys, or furniture			#			
D13. Regulate heating, cooling or ventilation			#		#	
D14. Regulate lighting			#		#	
D15. Remove hazardous objects from children's reach or presence	#	#	#	#	#	
D16. Bathe infants or children		#	#			
D17. Carry out emergency measures in case of illnesses, accident, or fire	#		#	#	#	
D18. Dress infants or young children	#	#	#	#		
D19. Empty or sanitize training chairs	#		#			
D20. Feed infants or young children	#	#	#			
D21. Hold or touch children to provide comfort to them	#	#	#	#	#	
D22. Introduce new child to center, staff, and children	#	#	#	#	#	
D23. Prepare children to go home	#	#	#	#	#	
D24. Review and make use of individual health records			#			
D25. Select television programs	#			#	#	
D26. Tie children's shoes	#	#	#	#	#	

E - TEACHING OR GUIDING CHILDREN RELATING TO SELF-CONCEPT, SENSORY, LANGUAGE, AND COGNITIVE DEVELOPMENT	0101 I	0024 I	0036 I	0122 II	0094 III	
E1. Build children's identity by using their first names or noting their clothing	#	#	#	#	#	
E2. Develop child's ability to listen	#	#	#	#	#	
E3. Encourage all children to try all foods	#	#	#	#	#	
E4. Explain safety rules to children	#	#	#	#	#	
E5. Guide activities that require children to answer questions or give explanations	#	#		#	#	
E6. Guide children to make books of their activities				#	#	
E7. Guide activities requiring children to ask questions	#			#	#	
E8. Guide activities requiring children to use rhymes, rhythms, or songs	#	#	#	#	#	
E9. Guide children's games	#	#	#	#	#	
E10. Guide children to talk about what they see and feel	#	#	#	#	#	
E11. Guide children to do things for themselves	#	#	#	#	#	
E12. Guide children to expand language	#	#	#	#	#	
E13. Guide children to provide accurate information	#		#	#	#	
E14. Guide children to put away toys and equipment	#	#	#	#	#	
E15. Guide children to take turns and share	#	#	#	#	#	
E16. Guide dramatic play activities		#		#	#	
E17. Guide manipulative play, such as puzzles and blocks	#	#	#	#	#	
E18. Guide nature or science activities				#	#	
E19. Guide show and tell activities				#	#	
E20. Help children make things to play with	#	#		#	#	
E21. Read or tell stories	#	#	#	#	#	
E22. Teach children colors	#	#		#	#	
E23. Teach children space and time concepts				#	#	
E24. Teach differences of size or shape of objects to children	#	#		#	#	
E25. Teach children to classify objects	#	#		#	#	
E26. Teach children to develop number concepts	#			#	#	
E27. Teach children nursery rhymes	#	#	#	#	#	
E28. Teach children to name objects	#	#		#	#	
E29. Toliet train children	#	#	#	#		

F - MANAGING OR DIRECTING CHILDREN IN SOCIAL-EMOTIONAL, PSYCHOMOTOR, AND MUSCLE DEVELOPMENT	0101 I	0024 I	0036 I	0122 II	0094 III	
F1. Decorate center for season, holidays, or themes	#	#	#	#	#	
F2. Direct children during fire drills	#		#	#	#	
F3. Direct free play activities	#	#	#	#	#	
F4. Encourage children to express emotions	#	#	#	#	#	
F5. Encourage children to vent frustrations or hostilities without hurting others	#	#	#	#	#	
F6. Help shy children to participate in group	#	#	#	#	#	
F7. Maintain discipline	#	#	#	#	#	
F8. Manage agressive children, such as pushers or kickers	#	#	#	#	#	
F9. Manage biters	#	#	#	#	#	
F10. Manage "bossy" or domineering children	#	#	#	#	#	
F11. Manage children who wet or soil their pants	#	#	#	#	#	
F12. Manage crying children	#	#	#	#	#	
F13. Manage temper tantrums	#	#	#	#	#	
F14. Manage bathroom procedures	#	#	#	#	#	
F15. Manage children in outdoor play for social development	#	#	#	#	#	
F16. Manage children in outdoor play to develop large muscles	#	#		#	#	
F17. Manage children in outdoor play to develop motor coordination	#	#		#	#	
F18. Manage parties, field trips, or other special activities	#		#	#	#	
F19. Manage children in snack or meal activities	#	#	#	#	#	
F20. Manage children in rest or sleep	#	#	#	#	#	
F21. Monitor homework of "after school children"						
F22. Monitor television viewing	#	#	#	#		
F23. Play with infants	#	#	#			
F24. Praise children for efforts	#	#	#	#	#	
F25. Settle arguments	#	#	#	#	#	
F26. Arrange displays of children's work	#	#		#	#	
F27. Arrange furniture or equipment	#	#	#	#	#	
F28. Incorporate ethnic themes, traditions, greetings, holidays, or foods in program				#	#	
F29. Operate projectors				#		

G - PLANNING TEACHING ACTIVITIES	0101 I	0024 I	0036 I	0122 II	0094 III	
G1. Plan activities for teaching children to associate words with pictures		#		#	#	
G2. Plan activities using children's interests	#	#	#	#	#	
G3. Plan activities for teaching differences of size or shape of objects			#	#	#	
G4. Plan art of craft activities	#	#		#	#	
G5. Plan music, singing, or rhythmic activities	#	#	#	#	#	
G6. Plan science or nature activities				#	#	
G7. Plan show and tell activities				#		

H - DEALING WITH PUBLIC, OFFICIALS, AND REGULATIONS	0101 I	0024 I	0036 I	0122 II	0094 III	
H1. Conduct public relations program			#		#	
H2. Deal with officers or board of directors of organization sponsoring center					#	
H3. Insure that licensing standards are met and maintained			#		#	
H4. Schedule inspections by public officials			#		#	
H5. Evaluate compliance with federal regulations					#	
H6. Evaluate compliance with local or state regulations					#	

I - EVALUATING CHILDREN, THEIR PROBLEMS, AND COORDINATING CENTER, HOME, AND AGENCIES	0101 I	0024 I	0036 I	0122 II	0094 III	
I1. Conduct daily health observations			#	#	#	
I2. Evaluate children's emotional development				#	#	
I3. Evaluate physical, sensory, or intellectual development				#	#	
I4. Identify children with motor problems				#	#	
I5. Identify children with vision, speech, or hearing problems			#	#	#	
I6. Identify symptoms of childhood diseases		#	#	#	#	
I7. Identify unusual behavior of children	#	#	#	#	#	
I8. Keep a social development record on each child				#	#	
I9. Make daily notes of children's progress				#		
I10. Answer or make telephone calls	#	#	#	#	#	
I11. Assess children's needs in terms of parent's values					#	
I12. Assist families in filling out applications for aid						
I13. Assist families to improve their homes						
I14. Conduct parenting workshops						
I15. Discuss child rearing practices with parents					#	
I16. Explain center policies and rules to parents			#	#	#	
I17. Get parents to share special skills or talents					#	
I18. Prepare reports on accidents			#		#	
I19. Prepare reports on suspected child abuse or neglect						
I20. Refer children with motor problems					#	
I21. Refer children with vision, speech, or hearing problems					#	
I22. Refer parents to agencies for help with social, health, or legal problems					#	
I23. Report signs of illness or discomfort in children	#	#	#	#	#	
I24. Report unusual behavior of children	#		#	#	#	
I25. Secure good ideas from parents			#	#	#	
I26. Visit children's homes						

J - PERFORMING OTHER TASKS AS REQUIRED OR DIRECTED	0101 I	0024 I	0036 I	0122 II	0094 III	
J1.						
J2.						
J3.						
J4.						
J5.						
J6.						
J7.						
J8.						
J9.						
J10.						

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